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ABSTRACT

The Southwest Regional Center for Community Education Development conducted a series of workshops to identify and field test competencies deemed essential for the superintendent, district coordinator, principal, and building-level director of community education. These workshops generated a data bank of validated competency statements and related information and permitted an initial trial of an on-the-job assessment procedure. The Quadrant Assessment Model (QAM) was used by teams of administrators to analyze the interrelationships of their roles, pinpoint weaknesses in role specifications, identify role conflicts, and identify situation-specific competencies. Descriptive statements of competencies needed for community education had been generated, refined, and validated in an earlier study. In this project it was determined whether or not those who perform as superintendents, principals, district coordinators, or building directors in community education districts could employ a competency statement to make judgments about the importance of a given competency to performance in the role, where the competency could best be attained, and the level of proficiency required in the competency. These determinations were used in developing the ideal profiles of needed competencies for the four specified roles. (Author/MLF)

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REPORT OF THE PROJECT
TO ASSESS
NEEDED COMPETENCIES IN COMMUNITY EDUCATION

1976-77

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THE SOUTHWEST REGIONAL CENTER FOR
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DR. BRIAN P. MILLER, PROJECT DIRECTOR

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INTRODUCTION

INTRODUCTION

Feasibility of incorporating competency concepts into the planning of educational programs for administrators led to initial efforts in competency identification in 1973. At that time, the Department of Educational Administration and Supervision at Arizona State University brought together administrators and professors of Educational Administration to address questions of purposes, content, and training strategies in a competency-development framework. Workshops (January 1973 and February 1976) brought together educators representative of six groups: superintendents, secondary principals, elementary principals, instructional leaders, business managers, and personnel managers. These groups met to identify tasks in each role, develop statements descriptive of competencies, and suggest performance indicators appropriate to each competency. The final product was a document published by the Bureau of Educational Research and Services, College of Education, Arizona State University, edited by Dr. Ray Wochner of Arizona State University, "Competency-Based Preparation of Educational Administrators."

Subsequent to this activity, interns at the Southwest Regional Center for Community Education Development at Arizona State University, who were enrolled in an advanced leadership seminar and had earlier attended the 1974 workshop, developed an initial document identifying tasks, competencies, and competency indicators for Community Education administrators/practitioners. This work served as a pilot and those associated with this work concluded that further developmental work involving a broad representation of practitioners was in order.

From the two activities noted above, a survey instrument was produced by departmental faculty at Arizona State University. The results of the survey pointed to the need to establish competency-based training programs in Community Education in Arizona. In response to this need assessment activity, the Community Education staff at Arizona State University developed and submitted a proposal to the USOE, Office of Community Education: "Assessment of Needed Competencies in Community Education." This is a report of the project which resulted from the funding of that proposal.

Evolution of the Project and Project Purposes

Project development was facilitated by a team-planning activity. Selected Community Education practitioners, Arizona State University professors, and Arizona State Department personnel met to consider districts to be involved, workshop facilities, dates, needed technical assistance, budget, and the conduct of the project. Preparations then began to develop agenda, modify the proposal, negotiate for workshop facilities, prepare needed instruments, and develop materials. Considerable time and effort was spent on refining purposes, establishing the scope of the project, and determining the activities to be undertaken.

Two primary purposes emerged for the study of the administration of Community Education in terms of competency-based concepts: (1) identification of administrative task areas, competencies, and the competency indicators for each task area; and (2) the perceptions of project participants of how competencies might be acquired and what levels of attainment were required for competent performance.

Four roles were identified as critical to the effective administration of Community Education: superintendent, district coordinator, principal, and building director. Less directly involved but also critical to the project's success were (1) state agency officials involved with in-service staff development and with certification, and (2) professors involved with the pre-service and in-service education of administrators of Community Education programs.

Data generated relative to the two primary purposes by samples of individuals occupying the roles indicated above permitted pursuit of secondary purposes (in the form of questions), including the following:

1. Could the competencies generated serve as a generalized role description, valid for each of the four roles for program planning and certification purposes?
2. Could a cost-effective method, with instruments, be constructed and tried out that would identify and validate statements of competencies critical to each role?
3. Could the role descriptions be used in a valid way for on-the-job performance assessment?

   3a. Could role descriptions be generated in competency terms that would permit examination of conflicting expectations among groups who judge performance of a person performing in one of the four roles and lead to role conflict resolution?

3b. Could a methodology for generating role descriptions in competency terms be made flexible enough to account for "situation-specific" competencies appropriate to one locale but not another or be emphasized at one time and not another?

4. Could the methodology developed serve as a cost-effective needs assessment for in-service needs of practicing administrators?

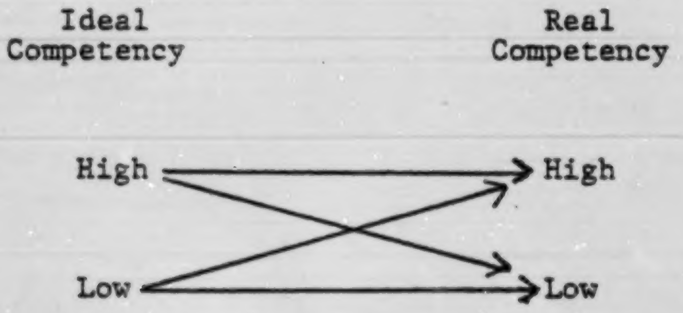
In addition to the two primary purposes and the research-oriented questions, the project staff sought to develop the methodologies and instruments in such a way that the work accomplished would serve to (1) foster the improvement of administration of Community Education programs generally, (2) provide direct, practical aid to local districts in role definition, role clarification, and performance assessment, (3) offer strategies to Community Education centers and to universities for continued research and development efforts, as well as direct information for program and pre-service curriculum planning, and (4) assist state agencies that might wish to explore new avenues to certification and licensing of professional personnel.

METHODOLOGY AND DESIGN FOR COMPETENCY IDENTIFICATION AND VALIDATION

II METHODOLOGY AND DESIGN FOR COMPETENCY IDENTIFICATION AND VALIDATION

Descriptive competency statements for community education were generated, refined and validated for content in an earlier study. Once these statements were developed it was necessary to determine whether or not those who perform in the role could employ a competency statement to make judgments about: (1) the importance of a given competency to performance in the role, (2) where the competency could best be attained, and (3) the level of proficiency required in the competency. Every participant in the project responded to each competency statement identified for the role which that participant occupied. The Quadrant Assessment Model (QAM) was used to make these determinations.

The QAM permits perceptions of role incumbents (and eventually of others) to be compared in a logical way. The model can be portrayed in schematic form as follows:



In the QAM persons are asked to rate competency statements, using a five-point, Likert-type scale, in terms of their importance as ideals for all individuals occupying particular roles. The mean score of such ratings provides an Index of Importance and the standard deviation of the distribution of ratings for each statement provides an Index of Consensus. In using these measures the competency statements can be placed in rank order in terms of the ratings of importance in the Ideal. In like fashion self-ratings of actual performance, made by role, produce measures which permit rankings of competency statements for the Real quadrants of the QAM.

After statements are rated in the Ideal Form and the Real Form and group means and S.D.'s are computed, statements are sorted into four categories for the QAM. These categories are then arranged by the QAM computer program to indicate statements which are rated High Ideal - High Real, High Ideal - Low Real, Low Ideal - High Real, and Low Ideal - Low Real. The four categories of statements might be interpreted as follows:

> High Ideal - High Real statements are assumed to mean that competencies implied by the statements are important and that practitioners do, in fact, possess those competencies. Therefore, these statements would be important descriptions upon which to: (1) evaluate performance of practitioners, (2) determine entry level competencies for individuals assuming that role, (3) base planning of pre-service programs, and (4) determine criteria for certification.
>
> High Ideal - Low Real statements are assumed to mean that competencies implied by the statements are important but that practitioners generally do not possess competencies implied by the statements. Therefore, these statements need to be given high priority in in-service education, are of second level importance in assessment of performance, and should be included in any re-certification considerations.
>
> Low Ideal - High Real statements are assumed to mean that competencies implied by the statements are of low importance and are regarded to be over-emphasized in practice. Therefore, these statements would be important in assessing over-emphasis in performance and in discussing role definitions in in-service sessions. These competencies, unless further research indicates otherwise, would not be given priority in pre-service programs or in certification considerations.

> Low Ideal - Low Real statements are assumed to mean that competencies implied by the statements are of little importance and are generally not being emphasized by practitioners. These statements, too, would not be given priority in preservice, in-service, or certification programs.

The QAM is particularly useful when other groups (superiors, subordinates, or peers) are also employed in providing both ideal and real ratings. In such cases, Kendall's W-correlation of concordance is employed to assess the extent of agreement among rating groups. Only statements with high agreement among groups are then used for assessment purposes. Statements of low agreement imply a high probability that role conflict (variations in expectation for performance) exist. Statements so identified can then become the substance for role clarification activities. An Ideal listing of competency statements generated widely (across a state, as in this project) can also contain items that are "situation specific;" that is, applicable only to a particular district or even to a particular school.

A computer program was developed and successfully tested in terms of the QAM logic. (A description of the program is provided as Appendix A). It is now possible to rate and prioritize, rapidly and inexpensively, statements descriptive of competencies. The model and procedure appear to be applicable to any positions. Other uses of the model are also apparent. It might, for example, be employed for rating competencies believed to be needed in a given training program, or as indicated above, the model might be adapted to competency-based certification and re-certification.

The QAM is appropriate for rating and prioritizing levels of proficiency needed for a given competency (application, understanding, familiarity, for example). The QAM also judges preferences for where a given competency might be attained (pre-service, in-service, on-the-job, incidentally, etc.). The Ideal side of the QAM may be employed without using the Real side in such instances.

The QAM is a useful need assessment tool when employed to identify competencies appropriate for pre-service and in-service training. It is unique in linking performance assessment to training, and it can be employed to analyze competencies across roles. In this project, teams of administrators from a district (superintendent, district coordinator, principal, and building director roles) were able to: (1) analyze the inter-relationships of roles; (2) pinpoint weaknesses in role specifications; (3) identify role conflicts; and (4) identify situation-specific competencies.

III CONDUCT OF THE PROJECT

The first planning activity for the Community Education Administrator Competencies Workshops was held on August 31, 1976. The following details were discussed: (1) time line for the project, (2) decision points for changes, (3) attendance of participants, (4) possible sites, (5) project staff, and (6) future planning sessions.

Selection of participants was made by a committee (Norton, Wochner, Beckman) assuring distribution in the following areas: (1) geographic characteristics, (2) urban, suburban and rural characteristics, (3) districts with key superintendents, principals, district Community Education coordinators, and building Community Education directors.

In October several planning sessions were held. Ray Wochner and Brian Miller met with Lloyd McCleary, of the University of Utah, to lay plans for the first competency workshop. District teams were contacted and a report of the contacts was made. It was also decided that full details of the workshops would be sent to district team superintendents. Finally, investigation of workshop sites was reviewed.

November 17-18, 1976 - First Competencies Workshop

The first workshop to determine needed competencies for Community Education administrators was held at the Casa Blanca Inn in Scottsdale, Arizona, on November 17 and 18. Sixty-three practitioners representing 17 school districts throughout the State of

Arizona attended the workshop. Representing each district was at least one of each of the following: superintendent, building level principal, district level Community Education coordinator, and building level Community Education director.

The purpose of the first workshop was to develop an exhaustive list of tasks and competencies needed in the development and administration of Community Education programs. In order to help achieve this purpose, Lloyd McCleary of the University of Utah acted as the keynote speaker at the workshop. Practitioners then met in work groups by role to examine role expectations, identify administrative task areas, and begin developing statements descriptive of competencies within each task area. The workshop program was designed for both large and small group sessions. The program schedule was as follows:

November 17

1:30 - 3:00	Facilitators Orientation
3:00 - 5:00	First Session Introductions Orientation Review of Materials Presentation
6:00 - 7:00	Dinner
7:30 - 9:00	Instructions "Warm-up" discussions in groups

November 18

8:30 a.m.	Presentation
9:30 - 10:30	Work Session
10:30 - 10:50	Break
10:50 - 12:00	Work Session
12:15 - 1:15	Lunch
1:15 - 1:30	Meeting
1:30 - 3:00	Work Session
3:30 - 5:00	General Session

A planning session was held in January of 1977 to prepare for the second workshop. Materials produced at the first workshop were reviewed and duplicated; details for the second workshop sessions were planned; and presenters were given directions for their participation. In the planning session, specific objectives for the second workshop were finalized and workshop procedures to accomplish objectives were agreed upon.

January 19-20, 1977 - Second Competencies Workshop

The second workshop, held at the Sunburst Hotel in Scottsdale, Arizona, used a panel method to review competencies developed in the first workshop, condense statements to eliminate duplication, examine "fit" across roles, and edit a final list of competencies to be employed to attain ideal ratings in the phase of the project. The program format for this workshop was similar to that of the first in that the participants met in both large and small group sessions. The program schedule was as follows:

January 19

5:00 - 6:00	Registration-Hospitality Hour
6:00 - 7:00	Dinner
7:00 - 8:00	First General Session -- Orientation

January 20

8:30 - 9:00	Second General Session and Presentation
9:00 - 10:30	Small Group Work Session
10:30 - 11:00	Break
11:00 - 12:00	Small Group Work Session
12:00 - 1:00	Lunch
1:00 - 1:20	Third General Session -- Progress Evaluation
1:20 - 3:00	Small Group Work Session
3:00 - 4:00	Fourth General Session -- Panel Reports

Planning sessions for the third workshop, and a University and State Department workshop were held periodically from January through April. In January, an instrument was constructed for data collection of the IDEAL ratings of competencies. In February, the instrument to collect ratings was completed and mailed to all participants of the first workshop. This instrument can be found in Appendix B.

The project director and consultant met in March to process data collected from the February mailing. Results were tabulated and analyzed. Third workshop plans were prepared including: (1) development of a self-rating instrument; (2) preparation of the program; and (3) review of participant list. At this time, an agenda was also developed for a State Department and University workshop to be held April 28.

April 28, 1977 - State Department and Unviersity Workshop

On April 28, twelve participants from a three state area met to develop tasks, competencies and indicators for Community Education administrators active in roles in State Departments of Education and Universities. The State Department group was represented by T.J. Stirland, Michael Beckman, Richard Ruff, Chuck Mielke and Tim Pettibone. The University group was represented by Janice Cichowlas, John Walker, Scott Norton, Charles Porter, and Carolyn O'Donnell. The schedule was as follows:

April 28, 1977

8:00 - 9:00	Coffee/Orientation to Task
9:00 - 10:30	Small Group Activity/List Needed Competencies
10:30 - 10:45	Break
10:45 - 11:00	Evaluation of Progress
11:00 - 12:00	Completion of Lists/Indicators
12:00 - 1:00	Lunch
1:00 - 2:00	Plans for Application of Project Data

April 29, 1977 - Third Competencies Workshop

On April 29, 69 Community Education practitioners met in a final session to examine the product of the first two workshops and to complete and evaluate a self-assessment instrument. During this third workshop, participants also generated plans and improvements for future developmental work. The workshop schedule was as follows:

April 29, 1977

8:00 - 9:00	Coffee and Rolls
9:00 - 9:20	Orientation
9:20 - 10:00	Self-rating -- Real Form, Part I
10:00 - 10:30	Report Ideal Rating (Profiles) Part 1 -- by groups
10:30 - 10:45	Break
10:45 - 11:30	Small Groups: Discussion of (1) Ideal Profile (2) Validity and Usefulness of Ideal Ratings (3) Priorities and Extent of Agreement of Raters (4) Is There a Need for Indicators
11:30 - 12:00	Recap of Small Groups
12:00 - 1:15	Lunch Presentation of Future Project
1:15 - 2:15	Small Groups: (1) Report Results of Ideal Form Part II and III. (2) How to use Data for Planning Self Development
2:15 - 3:00	Total Project Evaluation

A session for the planning of the writing of the final report was held on May 16-17, 1977. In attendance were McCleary, Miller, Cichowlas, and Stirland. A second session for rewriting of the final report was held on June 6, 1977. In attendance were McCleary, Miller, and Cichowlas.

The purposes of the project were:

(1) to assess and determine competencies needed by Community Educators and to validate and cross validate those competencies;

(2) to establish bases for certification in Community Education based on real and measurable skills as opposed to institutionally-certified courses and degrees;

(3) to encourage administrators to reflect on their roles and to engage in self assessment.

The conduct of the project led to the accomplishment of these objectives. The field-based approach enabled the identification of key task areas and competencies and also created a climate of self-renewal through the collective evaluation of roles and the consequent real and comparative ideal prioritization of tasks and competencies. Also, resultant data and the final product gained a high degree of acceptance due to their field validity.

IV OUTCOMES OF THE PROJECT

Outcomes of the project are provided in two primary forms--Product and Process.

Product Outcomes:

Major task areas were identified by project participants and subsequent competencies for each area were proposed and developed in each of the four role categories. Competency statements developed in the first workshop were revised, edited and improved in comprehensiveness and clarity in the second workshop. A panel method was employed for this purpose.

Competency statements were developed for each of the four role categories: Superintendents of Community Education, Principals of Community Education, Coordinators of Community Education and Building Directors of Community Education. In total, 20 major task areas and 98 competency statements were identified by the project participants. From this work, the Ideal Form of the Competency Rating Instrument was prepared and administered. The results provided the Ideal Profile against which self assessments (Real Form) results of each participant were compared.

The QAM was then employed to categorize statements in terms of High Ideal - High Real, High Ideal - Low Real, Low Ideal - High Real, and Low Ideal - Low Real. The resulting prioritizing of competencies provided data for pre-service and in-service training needs as described in the Findings and the Applications sections of this report.

Process Outcomes:

The involvement of more than 100 Community Education administrators, professors and state agency personnel in the project provided for three types of process outcomes. These outcomes were determined from self-reports and project assessments by participants.

The first process outcome was the involvement of project participants in defining, in specific and measurable terms, the four administrative roles primarily associated with the delivery of Community Education. Verbalizing a description of each competency, developing the description in a written statement, and reaching agreement about a competency's meaning and the behavioral indicators that could be employed to make judgments about it provided significant insights into the nature of the roles and the administrative knowledge and skills needed by practitioners. Participants experienced a high degree of gratification as they gained clarification of their Real and comparative Ideal role descriptions.

A second process outcome was realized when each group prioritized competency statements by relative importance. The thinking and discussion about that prioritization were of considerable value to each participant in clarifying the relative importance of competencies described for each role.

The third process outcome of project activities was evidenced in the self-assessment exercise. Participants were able to evaluate and compare their competency profiles with that of a composite group "ideal" profile. Consequently, they were able to determine the amount of congruence between their self-assessment and a norm provided by the Ideal profile for their respective roles.

V PROJECT RESULTS AND FINDINGS

As reported in the Conduct of the Project section of this report, three workshops were held for the purpose of identifying competencies in four roles involved in the administration of Community Education: superintendent, district coordinator, principal, and building director. District teams, with representatives of each role, participated in these workshops.

The first workshop provided initial lists of competencies by roles. The second workshop, using a panel method, produced a list of edited competency statements which became the Ideal Form. This Ideal Form was then administered by mail to participants of the first workshop. Copies of the instrument are contained in Appendix B. Participants responded to the form for their respectives roles. They responded to each competency statement on three scales: first, on a five-point scale on perceived importance; second, on a three-point scale on level of competency considered necessary for adequate performance of the role; and third, on a checklist of where it was believed each competency should be attained.

The third workshop provided the opportunity to (1) present the entire work to individuals who had not previously participated, (2) conduct a trial self assessment using the Real Form, (3) present the data of the Ideal ratings and permit comparisons of the Ideal profile with the Real ratings, and (4) receive reactions of participants.

Competency Statements: Ideal Form Profile

The administration of the instruments produced the first version of the Ideal Form Profile. These results are reported below by role.

In Table 1, the ranking, mean, and standard deviation of responses for each item in the superintendent role in Community Education is presented along with an abbreviated notation of the content of each competency statement. The reader will need to refer to the statement of competencies in Appendix C for the complete competency statement. Item 1 and Item 3 (1. Ability to develop board policies regarding Community Education relationship to total educational program; 3. Ability to develop receptivity in school district personnel for Community Education.) were tied for Rank 1 with a mean of 4.8 and a standard deviation of 105. Of the sixteen competencies identified as important to superintendents, Item 10 was ranked in 16th place with a mean of 3.0 and a standard deviation of .7.

In Table 2, the ranking, mean, and standard deviation of responses for each item in the district coordinator role in Community Education is presented along with an abbreviated notation of the content of the competency statement. Again, the reader will need to refer to Appendix C for the complete competency statement. The district coordinator role was identified as comprising thirty-three principal competencies. Item 11 received a rank of 1 with a mean of 5.0 and a standard deviation of .00, showing complete agreement among coordinators (Item 11: Ability to develop regulations which define board policy dealing with Community Education). Item 12 received a Rank of 33 (Item 12: Ability to prepare and present reports to the district board concerning fiscal status, intents, etc.).

In Table 3, the ranking, mean, and standard deviation of responses for each item in the building principal role in Community Education are presented along with an abbreviated notation of the content of the competency statements. The complete competency statements are in Appendix C. The building principal role was identified as comprising twenty-five principal competencies. Item 10 received a Rank of 1 with a mean of 4.6 and a standard deviation of .13 (Item 10: Ability to clarify roles and responsibilities). Item 18 received a Rank of 25 with a mean of 3.4 and standard deviation of .18 (Item 18: Ability to supervise and manage financial affairs relating to district and agency funds).

In Table 4, the ranking, mean, and standard deviation of responses for each item in the building director role in Community Education are presented along with an abbreviated notion of the content of the statements. Complete competency statements are in Appendix C. The building director role was identified as comprising twenty-four principal competencies. Item 1 received a Rank of 1 with a mean of 5.0 and standard deviation of .00 indicating complete agreement among the raters (Item 1: Ability to provide motivation for staff, students, and community members for participation in the Community Education program). Item 19 received a Rank of 24 with a mean of 3.9 and a standard deviation of .21 (Item 19: Ability to maintain an accurate financial record system).

The Ideal Profiles for each role were presented in the third workshop after participants completed a Real Form of the same instrument. In the Real Form participants rated themselves as a self assessment of their own performance in their respective roles. Groups were formed on the basis of the four roles in order to examine and react to the Ideal Profile Form and then again to examine Real self-ratings versus the Ideal Profile.

Table 1: Superintendent's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1-2	1	4.8	.05	develop board policies
	3	4.8	.05	develop receptivity to community education
3	12	4.8	.20	establish public information program
4	9	4.6	.14	interface with community agencies
5	14	4.6	.22	provide plan: research, development, evaluation
6	15	4.5	.50	provide personnel for research and evaluation
7	13	4.4	.12	provide financial support
8	5	4.2	.10	plan for conflict resolution
9	8	4.2	.16	involve community in content determination
10	6	4.0	.50	initiate need assessment
11-14	4	4.0	1.00	effect communications with patrons
	7	4.0	1.00	expedite organization: personnel and facilities
	16	4.0	1.00	provide funds for research and evaluation
	11	4.0	1.00	establish means "sell" program
15	2	3.6	1.23	encourage diversity in program
16	10	3.0	.70	plan in-service programs

Table 2: District Coordinator's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	11	5.0	.00	development regulations which define policy
2-3	13	4.9	.06	budget information, funding, costs
	1	4.9	.06	identifying district goals, objectives
4-6	3	4.7	.11	advise unit coordinator regarding goals
	5	4.7	.11	identify resources
	6	4.7	.11	develop district-wide programs
7-8	25	4.7	.12	provide training and orientation
	27	4.7	.12	clarify roles and relationships
9	33	4.7	.16	evaluation for district reports; recommend
10	2	4.7	.17	develop strategies for goal accomplishment
11	23	4.6	.13	recruit, recommend directors
12-13	26	4.6	.14	specifications of job descriptions
	28	4.6	.14	evaluation effectiveness of directors
14-15	9	4.6	.16	knowledge of board policies
	19	4.6	.16	employ human relations skills
16	10	4.6	.20	advise board on needed policy
17	22	4.4	.14	utilization, coordination approach to programs
18	16	4.4	.19	organ. & coordinating dist. community council
19	24	4.4	.22	select support staff
20	7	4.3	.18	initiate structure
21	14	4.3	.26	administer budget
22	15	4.0	.00	assess effectiveness of expenditures
23-24	8	4.0	.12	utilizing management systems, leadership styles

Table 2 (Continued)

Rank	Item	M	S.D.	Competency Statement (abbreviated)
	21	4.0	.12	consult unit coor.; sugg. altern. methods
25-28	17	4.0	.16	communicate all parts of community
	18	4.0	.16	promote comm. education through media
	20	4.0	.16	recognize conflict and engage in resolution
	31	4.0	.16	devel. criteria where eval. judgments made
29	4	4.0	.16	assist surveys and need assessment
30	30	3.9	.17	utilizing formal and informal evaluation
31	32	3.9	.21	assist directors in instrumentation of eval.
32	29	3.7	.22	recognize needs and problems of directors
33	12	3.6	.24	prepare and present reports

Table 3: Building Principal's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (abbreviated)
1	10	4.6	.13	clarify roles and responsibilities
2	11	4.6	.14	generate supportive attitude of staff, comm.
3-4	2	4.6	.19	employ procedures for establishing goals
	24	4.6	.19	evaluation program in relation to educational program goals
5	1	4.6	.21	implement policy and goals consistent with district
6	3	4.5	.19	serve as liaison: school, board, district, community
7	4	4.4	.16	supervise assessment of program needs
8	12	4.4	.20	work through conflict situations
9	8	4.3	.17	supervise planning and scheduling facilities and equipment
10	5	4.3	.23	supervise planning of curriculum & instruction
11	13	4.3	.29	recruit, select competent director
12	25	4.2	.32	utilize evaluation to modify program
13	7	4.1	.18	apply problem analysis procedures
14	21	4.1	.19	assist in developing and maintaining productive council
15	23	4.0	.21	interpret research data
16	15	4.0	.28	evaluate competence of director
17	22	3.9	.13	employ research techniques
18	20	3.9	.22	plan and establish public relations program
19	9	3.8	.16	assess climate of faculty and community

Table 3 (Continued)

Rank	Item	M	S.D.	Competency Statement (Abbreviated)
20	6	3.8	.19	supervise program implementation
21	17	3.8	.27	organize program with staff/to financial resources
22	14	3.8	.31	supervise director
23	16	3.7	.18	plan in relation to laws of financing community education
24	19	3.6	.19	identifying and utilizing community resources
25	18	3.4	.18	manage finances/to district and agency funds

Table 4: School Building Director's Role in Community Education

IDEAL FORM PROFILE

Rank	Item	M	S.D.	Competency Statement (Abbreviated)
1	1	5.0	.00	motivate, for participation in program
2-3	10	4.9	.06	recruit, encourage community participation
	14	4.9	.06	implement program
4	24	4.9	.09	promote cooperation with day staff
5	7	4.7	.10	establsih and maintain relations with district
6-7	2	4.7	.12	adapt to changing needs
	6	4.7	.12	educate community about Community Education
8	9	4.7	.19	survey, interpret, meet needs
9-10	8	4.6	.16	utilize community agencies
	11	4.6	.16	identify, use human and physical resources
11	23	4.5	.25	supervise Community Education staff
12	4	4.4	.14	delegate responsibility, live with results
13-14	15	4.4	.15	evaluate program effectiveness
	16	4.4	.15	provide in-service
15-16	13	4.4	.19	organ. goals and objective of program
	3	4.3	.19	effective 2-way communication to challenge
17	22	4.3	.23	assess, evaluate performance
18	17	4.1	.10	plan, present workable budget
19	12	4.1	.13	coordinate, schedule use of facilities
20	21	4.1	.28	recruit interview, select personnel
21	5	4.0	.15	facilitator of decision making, planning, etc.

Table 4 (Continued)

Rank	Item	M	S.D.	Competency Statement (Abbreviated)
22	20	3.9	.13	specify job requirements
23	18	3.9	.15	find sources of funding
24	19	3.9	.21	maintain accurate financial record system

These reactions were collected and formed the basis for a revision of the Ideal Profile Form. Participants gave helpful suggestions regarding directions, wording of specific items, use of "indicators" for each competency statement, and the like. There was general agreement that the statements represented valid descriptions of competencies and that respondents understood the statements and could provide meaningful ratings of performance in terms of them. The exercise of self assessment indicated that the instruments and the process have been sufficiently developed that field testing and use of them is now indicated. Instruments for each role, in Ideal and Real Forms, with task areas, competency statements, and indicators are now available for use.

Competency Statements: Ratings on Preferred Training to Acquire Competency and Level of Training Judged Necessary for Adequate Performance

In addition to ratings of competency statements in terms of importance to adequate performance which were employed to obtain the Ideal profiles for each role, two additional ratings were obtained for each competency. One rating was the preferred type of training for acquiring the competency and the second rating was the level of competency judged to be necessary for adequate performance.

Regarding preferred type of training, it was assumed that past experience of the rater might influence heavily the ratings of items. That is, an individual who had acquired a competency in in-service education might, without giving serious consideration, judge in-service education as the appropriate and preferred way to acquire that competency. In the work groups writing statements during the first workshop and in the panels during the second workshop, this question was explored at some length and several individuals were interviewed about how they would respond and then were asked where they had acquired the competency. Sufficient discrepancies occurred and discussion indicated that practitioners were objective and rational about such judgments and were not unduly biased in this regard. Respondents made choices based upon rational grounds and were articulate about the reasons for their choices.

Two purposes guided the decision to collect and report data about preferences for acquiring training and levels of proficiency judged to be needed for adequate performance. First, it was assumed that such data could be useful to those who plan and conduct training. Second, it was assumed that level of proficiency for the competencies would vary with roles, e.g., implementing programs might be needed at a familiarity level in one role (superintendent), at an understanding level in other roles (district coordinator and principal) and at an application level in another (building director). Discussions with state agency personnel and professors indicated that the first assumption was warranted. Superficial examination of roles in team discussions indicated that the second assumption was also warranted. This indicates that, as the methodology which underlies competency theory becomes accepted and is employed in program planning, design of training, role analysis and performance assessment, regular collection and analysis of these types of data on a wide scale will be highly useful.

Seven districts responded to this portion of the instrument in what could be considered as comprising a district team (6 superintendents, 7 district coordinators, 8 principals, and 7 directors).

These ratings are accepted as a trial of the methodology only in order to make judgments about the use of such data. The numbers in the columns of Tables 5 through 8 represent actual number of responses.

In Tables 5 through 8 the reader will need to refer to Appendix A for the wording of the competency statements, as only the number of the item representing a statement is provided in the tables. Judgments of preference about how a given competency might best be acquired were made in terms of categories: (1) pre-service education, (2) in-service education, (3) incidentally, on-the-job, (4) self acquired, (5) no special training needed, and/or some combination of these. Levels of proficiency in a competency were defined as follows:

A -- Application. Can apply or actually carry out the procedures and judgments implied by the statement; could directly demonstrate to and supervise others in performing procedures and making judgments.

U -- Understanding. Can explain, analyze methods and procedures used, exercise judgment about adequacy of procedures and judgments implied by the statement. Could teach others about it.

F -- Familiarity. Knows about the procedures and methods implied by the statement; could discuss it intelligently and follow explanations or analyses without having to be taught about it.

In examining the rationale and data presented in Tables 5 through 8 the reader needs to bear in mind that these data do not constitute the only data that would be collected to make program decisions.

However, these types of data have not generally been collected in the past. Instead, only opinions about practitioner preferences and needs in terms of levels of competency have been used to make program decisions. The method employed in this project appears to be a valid, cost-effective means of obtaining these kinds of data.

Table 5: Superintendents' Ratings of Training
To Acquire Competency and Level of Proficiency Needed

TRAINING

Item	Priority Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	Level Needed		
									A	U	F
1	1-2	3		3					3	1	1
2	15	2	1	0	1	2			2	3	
3	1-2	2	1	2	1				2	3	
4	11-14	3	1	2					3	2	
5	8	1		2		1			2	3	
6	10	3	1	1					2	2	1
7	11-14	1	1	1		1			4	1	
8	9	3		0		1			2	3	
9	4	3	1	1	1				4	1	
10	16	3	1	0		1			2	3	
11	11-14	2	1	2	1				2	3	
12	3	2	1	1		1			3	2	
13	7	3	1	1					3	2	
14	5	2	1	2	1				1	4	
15	6	3		0		2	1		3	2	
16	11-14	3		2		1			4	1	

* indicates combination of pre-service and in-service.
** indicates combination of in-service and incidental-on-the-job.

Training Columns: Pre-Service, In-Service, Incidentally on-the-job, Self-acquired, No Special Skills Required.

Level of Competency: A - Application (able to apply), U - Understanding (able to teach others), F - Familiarity (know about).

Table 6: District community Education Coordinators' Ratings of Training To Acquire Competency and Level of Proficiency Needed

		TRAINING							Level Needed		
Item	Priority Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	A	U	F
1	2-3	3		2		1	1		5	1	
2	10	2	1	3					5	1	
3	4-6	1		5	1				2	3	
4	29	2		3		1			1	4	
5	4-6	2		3	1				4	2	
6	4-6	1		2		3			5	1	
7	20	2	1	2		1			3	2	
8	23-24	4	1	1					5	1	
9	14-15	1		4	1	1			5	1	
10	16	3		1		2			4	2	
11	1	1		3		2			5	1	
12	33	3	1	2					4	2	
13	2-3	1	2	2		1			4	2	
14	21	2		2		2			4	2	
15	22	2		3		1			4	2	
16	18	3		2		1			5	1	
17	25-28	3		2	1				3	3	
18	25-28	2	1	2		1			3	3	
19	14-15	3	1	2		1			6	0	
20	25-28	3		1		1			5	1	
21	23-24	1		1	1	2	1		2	4	
22	17	1	1	3		1			4	2	
23	11	1		2		3			5	1	
24	19	0	1	2		3			5	1	
25	7-8	2	1	1		2			5	1	
26	12-13	3		1		2			4	2	
27	7-8	2		1		2			5	1	
28	12-13	2		3		1			4	2	
29	32	3		1	1	1			5	1	
30	30	3	1	2					4	2	
31	31	2		3	1				5	1	
32	29	1		3		2			3	3	
33	9		1	2		3			4	1	

Table 7: Principals' Ratings of Training to Acquire Competency and Level of Proficiency Needed . . .

T R A I N I N G

Item	Priority Ranking	Pre-Serv.	*	In-Serv.	**	Incid.	Self	No Spec.	Level Needed		
									A	U	F
1	5	2	1	3		2			5	3	
2	3-4	2	1	2		2			5	3	
3	6	2	1	1		4			3	5	
4	7	0		3	1	3	1		3	4	1
5	10	5	1	1		1			2	6	
6	20	0		2		5			1	7	
7	13	4	1	1		2			3	5	
8	9	0		2	1	5			3	5	
9	19	0		1	1	4	2		3	3	
10	1	1	1	2		4			3	4	
11	2	1	1	1		4	1		4	3	
12	8	3	1	0		2	2		3	4	
13	11	1	1	1		4	1		4	3	
14	22	3	1	1		1	2		4	2	
15	16	4	1	1		1			6	1	
16	23	4	1	1		2				7	
17	21	1	1	2		3	1			6	1
18	25	2	1	1		2	2			7	
19	24	0		2	1	3	1	1		5	2
20	18	2	1	2		3			2	5	
21	14	0		4	1	2	1		3	4	
22	17	4		1		2			2	3	2
23	15	5		0		0	2		2	4	1
24	3-4	1	1	3		2	1		3	5	
25	12	2	1	2		2	1		5	3	

Table 8: Community Education Directors' Ratings of Training to Acquire Competency and Level of Proficiency Needed

Item	Priority Ranking	TRAINING							Level Needed		
		Pre-Serv.	*	In-serv.	**	Incid.	Self	No spec.	A	U	F
1	1	4	2	1							
2	6-7	2		1		2	2		6	2	
3	15-16	2		2		1	2		5	2	
4	12	2	1	2		1	1		3	4	
5	21	4		2		1			4	3	
6	6-7	3		3		1			4	3	
7	5	2		3		1			6	1	
8	9-10	2		4		1			5	2	
9	8	3		3		1			5	2	
10	2-3	5		2					5	2	
11	9-10	4	1	2					5	2	
12	19	1		3		3			5	2	
13	15-16	3		3				1	4	3	
14	2-3	1		4		2			6	1	
15	13-14	2		3		1		1	5	2	
16	13-14	2		2		2		1	4	3	
17	18	3		2			1	1	3	4	
18	23	2		3		1	1		4	3	
19	24	2		2		1	2		2	5	
20	22	1		4		1	1		2	4	1
21	20	1		3		1	2		6	1	
22	17	1		4		1	1		4	3	
23	11	1		4		1	1		5	2	
24	4	2		3		2			5	2	

APPLICATIONS

VI APPLICATIONS

In this section a brief examination is undertaken of the potential applications of the tools developed in the project. These applications are: performance assessment, role definition and role conflict reduction, program planning and needs assessment, research and development, and certification assessment. Each application and its subsequent function is described as follows:

Performance Assessment. The need for objectives, valid instruments, and methods for assessment of performance on the job is well known. In teaching and administration of educational programs, assessment is a difficult and time-consuming task and it is often conducted in ways which are counterproductive to improvement of performance. Using the competency-based approach employed in this project, a sequence of steps was followed involving the role encumbent and those associated with that role: (1) task areas were identified, and statements descriptive of principal competencies were written; (2) indicators of each competency were specified; (3) competency statements were validated in the field; (4) those occupying the role responded to each competency statement described in the ideal, so that a generalized "ideal" profile for each of four roles was produced; and (5) each role encumbent did a self assessment (actual rating) of his/her own performance and compared it to the ideal.

Within the limitations of time and resources it was not possible to implement and test fully an assessment system as conceptualized; this work is proposed as a follow-on project. However, the procedure has been sufficiently clarified and the preliminary steps accomplished to describe how the procedure can be implemented.

In a given district the ideal statements should be examined for any "situation specific" conditions which might require an additional competency statement(s). Statements should be rated in the ideal form by superiors, by the role encumbent and by a sample of subordinates well in advance of the assessment period; this might be done best in a planning period prior to the school year. This rating, where differences occur, can provide data of potential role conflict and should be examined by all involved in the assessment process.

The assessment process begins with ratings by the encumbent and by others (superior, peers, and subordinates, as determined to be useful). Comparisons between groups and the role encumbent provide information about perceptions of performance. The assessment result described below is an example of this step in the assessment of a school director of a Community Education program.

Table 9

School 1: Director of Community Education Program

High Ideal - High Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	62.6	9	1	65.8	3	1	65.1	8
2	61.9	7	2	64.9	8	2	64.7	9
3	60.2	8	3	62.3	7	3	63.8	3
4	60.1	3	4	61.7	10	4	61.5	10
			5	61.7	1	5	61.2	4

High Ideal - Low Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	60.3	2	1	61.8	2	1	60.9	2
2	58.9	1	2	60.1	11	2	59.8	1
3	57.1	4	3	59.8	9			

Low Ideal - High Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	56.8	12	1	58.4	5	1	59.6	11
2	55.9	5	2	57.3	12	2	58.4	7
						3	57.6	5

Low Ideal - Low Real

Self			Principal			Teachers		
Rank	T-Score	Item	Rank	T-Score	Item	Rank	T-Score	Item
1	54.3	10	1	57.1	4	1	56.6	12
2	51.7	6	2	56.8	6	2	55.1	6
3	50.6	11						

There is agreement in the placement of ratings of competencies represented by #8 and 3 in the High Ideal - High Real category, #2 in the High Ideal - Low Real Category, #5 in the Low Ideal - High Real Category, and #6 in the Low Ideal - Low Real. Competencies #8 and 3 are judged to be important and are judged to be done well. Competency #2 is judged to be important and not being done well. Competency #5 is judged to be of low importance and has recevied undue treatment. Competency #6 is judged to be of lesser importance and is being so treated.

The Director and the Principal agree upon the rating of Competency #7 as High Ideal - High Real, and the Director and Teacher raters agree that Competency #9 is in that category. In this case, the Principal viewed #7 as important and receiving treatment while the teachers view #7 as relatively unimportant (see Category Low Ideal - High Real) and receiving undue treatment. Likewise the Teacher raters view #9 as important and being treated as such while the Principal views #9 as important and not being adequately treated. These competencies might well represent real conflict between teachers and principal expectations with the director caught in the middle trying to meet the expectations of both.

Competencies #4 and 11 lack any agreement among raters while #8 represents a competency of concern because both Principal and Teachers see it as important and see it being treated as such. The Director sees it as being of low importance and not being treated as important.

Competencies rated and analyzed in this manner provide an objective, relatively emotion-free and data-based means of examining performance. From such analysis, planned improvement, role conflict, and role clarification problems can be identified and dealt with.

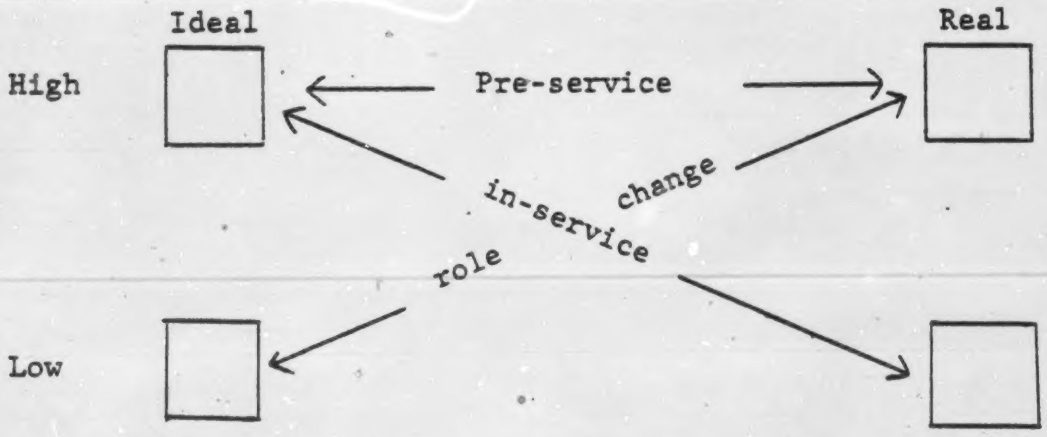
Role Definition and Clarification. The Ideal side of the Quadrant Assessment Model provides a means for defining and clarifying roles through the analysis of role expectations by various groups. In the project, teams of administrators from districts met in groups both of those persons occupying similar roles and as those persons making up an administrative team. In this process, each role was examined and defined in competency terms; the competencies were then reacted to by the administrative team. In many cases, roles became defined specifically for the first time, instances of potential conflict were identified, and role clarification became possible. After roles are defined in the ideal, it is possible to proceed to performance assessment which then verifies role definitions and permits further clarification, as explained in the preceding section.

Need Assessment and Program Planning. The procedures employed in the project, and the analysis provided by the QAM, serve as need assessment methodologies in two ways. First, within a district or school, performance assessment using competency ratings is a means for assessing the in-service needs of personnel. The procedures used in this way tie in-service directly to validated performance standards. Successive performance assessments in turn provide a means of evaluating in-service training effectiveness so that in-service methods can be altered in terms of needs.

The second way in which the project procedure can be used is on a wider scale; The project represents a means to conduct need assessment on a state-wide or regional basis.

The QAM is reproduced here to indicate its use:

QUADRANT ASSESSMENT MODEL AS A
NEED ASSESSMENT DEVICE



High Ideal - High Real competencies can be assumed to be important competencies that are being performed in an adequate fashion by practitioners. These competencies are so important that anyone expecting to succeed should be able to perform them well. Therefore, those being trained in pre-service programs should be able to perform adequately in terms of these competencies upon completing pre-service training. Hence, pre-service training to be effective should produce individuals ready to perform these competencies effectively.

Competencies in the High Ideal - Low Real category represent those competencies which are important and which practitioners generally are not performing well. These competencies represent needs which can be satisfied in in-service or continuing education programs. Those who would effectively improve practice in the field would need to attend to improving performances in these competencies.

Competencies in the Low Ideal - High Real category represent those which are of low importance but which are receiving undue treatment by practitioners. These competencies represent needs to alter role perception and to rearrange job requirements. Both pre-service and in-service education needs to attend to these competencies in terms of altering perceptions of the role and in changing role requirements.

Research and Development. The procedures carried out by the project represent means by which research might be undertaken in role definition, performance assessment, program planning, need assessment and the like. Verification of results obtained, refinement of procedures, validation of effectiveness of the procedures all are legitimate areas of research. In addition the QAM and procedures for using it can play a significant role in research and development efforts. Competencies once identified and performance assessment conducted in this way lead on to research and development required to design training programs, to preparation and testing of materials for training, to design and to testing of techniques for conflict resolution, role clarification.

Certification Assessment. Certification of professional personnel is an area in which dissatisfaction is generally acknowledged. Among reasons for dissatisfaction are that criteria are unrelated to ability to perform in professional roles for which certification is required, that recertification requirements do not provide a means for identifying incompetence, and that certification does not take into account means of competence attainment other than formal course work.

Valid competencies identification could free universities to provide training planned to promote competencies needed in performance in a professional role. Training and subsequent performance could be linked more directly to the realities of the field. Recertification, likewise, could be geared to performance assessment and training requirements identified by performance assessment. Granted that much research and development work would be required and that political questions surrounding certification need to be resolved, the QAM and the procedures piloted in this project represent a viable alternative to present certification requirements and procedures.

EVALUATION OF THE PROJECT

VII EVALUATION OF THE PROJECT

Data generated by the project activities are themselves an internal evaluation. The methodology, instruments, and the computer program proved workable and cost-effective for any participating district which has an assessment procedure for administrators and an on-going in-service development program. The validation procedures employed and the reactions of participants to the instruments and methodology are reported in the body of the report.

In addition to the steps taken above an evaluation was carried out of reactions of participants to each phase of the project. Instruments were administered after each of the three workshops. The last evaluation was an overall response to the projects' purposes, methods, and conduct of meetings. These data are treated in this section.

Method and Instrumentation. Evaluation items were prepared which related directly to project purposes, methods, outcomes, involvement, conduct of meetings, arrangements, and willingness to participate in follow-up activities. To these a five-point Likert-type scale was added to obtain participant responses. In addition, open ended categories were provided to obtain reactions. Only the overall project evaluation is given here but the individual workshop responses were similar and are provided in Appendix D.

RESULTS

A total of one hundred eleven individuals participated, although all individuals were not invited to all workshops. Of the responses shown below, Column 1 shows responses of those who attended one workshop; column 2 shows the responses of those who attended two or more workshops; and column 3 shows the combined totals. The written responses are summarized and provided also. The ratings range from 3.89 (Procedures used moved clearly to objectives) to 4.72 (arrangements were sufficient). Of particular interest is that, "-willingness to participate in follow-up on project activities," was rated second highest with a mean rating of 4.66 for the total group. The overall average was 4.30 for the total group of a total possible favorable rating of 5.0.

Feedback was highly positive from all types of responses. Written responses were generally supportive of the method used and the results obtained. The participants believed that the activity was important, was a high value to them personally, and that they were willing to continue with follow-on activity related to this work. Responses indicate that the project clearly accomplished its objectives, generated unusual support in a sensitive undertaking such as on-the-job performance assessment, and built or was supportive of significant interest in research and development work relative to the improvement of Community Education and its administration.

APPENDICES

APPENDIX A

QUADRANT ASSESSMENT MODEL (QAM)
FOR THE ASSESSMENT OF COMPETENCIES

QUADRANT ASSESSMENT MODEL (QAM) FOR THE ASSESSMENT OF COMPETENCIES

by

Gaston Pol and Lloyd E. McCleary

The R & D Lab, University of Utah, has undertaken a series of studies to identify, validate, and prioritize administrative competencies. Many institutions and public school districts are attempting some activity in this area as a basis of pre-service program planning, and in-service education keyed to accountability procedures. The model and procedure are easily adaptable to such purposes. Pol has completed a study on competencies in the principalship in Bolivia using the model and McCleary is completing a study in the United States using a national sample.

Using the system approach reported in the article accompanying the issue of the Notebook, "Assessing Competency Needs in Administration," sixty competencies actually were identified and statements descriptive of them were prepared. Questions that can be raised concerning such a list include:

1. Which of the competencies identified are important to performance in the principalship according to superiors, subordinates, and principals?
2. Which of the competencies judged to be important need to be given priority in pre-service programs, which in-service, which incidentally, which on-the-job, and which need no provision for acquiring?
3. What level of proficiency is judged to be important?

Competencies were listed and an answer sheet prepared to obtain responses to the three questions noted above. Responses were recorded as follows:

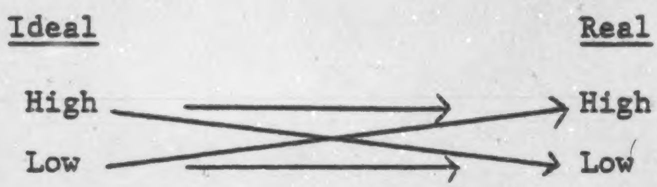
Importance -- a five-point Likert Scale was employed.

Where competency obtained -- pre-service, in-service, on-the-job, incidentally, or not obtained were the response categories.

Level of proficiency -- familiarity, understanding, or application were the response categories.

Each competency was judged on each of the three questions by each respondent. Also, two forms were administered -- one to collect Real perceptions, one to collect Ideal perceptions.

The Quadrant Assessment Model (QAM). The instrument permitted the collection of real and ideal perceptions of relevant populations; the Quadrant Assessment Model was designed to compare perceptions in a logical way. The model can be shown in schematic form:



For each sub-group of the sample an Index of Importance was determined by a ranking of mean scores of each competency statement. An Index of Consensus was determined by use of the standard deviation of the response scores for each competency statement. Using both indices, a set of competencies rated High Ideal, Low Ideal, High Real and Low Real were determined as judged by each group of the sample. A W-correlation of Concordance was used to screen statements within each of the four categories -- this procedure will not be described here, but it permitted the identification of degree of agreement among subgroups for the placement of statements in a particular category.

QAM Relationships. Four sets of relationships were considered useful and these are indicated in the schematic above.

> High Ideal - High Real statements were assumed to mean that the competency implied by the statement is important and that practitioners do, in fact, possess that competency. Therefore, it seems logical to infer that competencies rated in the High Ideal - High Real quadrant need to be given high priority in the planning of pre-service programs.
>
> High Ideal - Low Real statements were assumed to mean that the competency implied by the statement is important and that practitioners generally do not possess that competency. Therefore, it seems logical to infer that competencies rated in the High Ideal - Low Real quadrant need to be given high priority in the in-service education of administrators and that consideration should be given to them in planning pre-service programs.
>
> Low Ideal - High Real statements were assumed to mean that the competencies implied are of low importance but were likely to be over-emphasized in practice. Therefore, it seems logical to infer that these competencies should be given low priority in the in-service education of administrators and that programs of training should be examined in terms of the emphasis given them.
>
> Low Real - Low Ideal statements were assumed to mean that the competencies implied were of little importance and were not being overemphasized by the practitioner.

Concluding Statement. A computer program has been developed and successfully tested in terms of the QAM logic. It is now possible to rapidly and inexpensively rate and prioritize statements of competency for program planning or program assessment purposes for both pre-service and in-service education programs. Further, the model and procedure appear to be applicable to other positions within educational administration and to other fields. Also, other uses of the model are apparent. It might be employed for rating competencies believed to be developed by a given program, to prioritize areas of emphasis in performance of practitioners in accountability programs for certification and the like.

APPENDIX B

ASSESSMENT INSTRUMENT

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name ______________________ School District ______________________

Years in Position __________ Total Years Educational Experience __________ Sex __________ Age __________

Part I Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of Community Education Director by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education program 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

3.) To offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives 5 4 3 2 1

4.) To delegate responsibilities and live with results 5 4 3 2 1

5.) To serve as facilitator for decision making, group planning, etc. 5 4 3 2 1

6.) To educate the community about the Community Education concept 5 4 3 2 1

7.) To establish and maintain positive relationships with school district 5 4 3 2 1

8.) To utilize community agencies 5 4 3 2 1

9.) To survey, interpret and meet community needs 5 4 3 2 1

10.) To recruit and encourage community participation 5 4 3 2 1

11.) To identify and use human and physical resources 5 4 3 2 1

12.) To coordinate and schedule use of facilities with other administrators 5 4 3 2 1

13.) To organize goals and objectives for the program 5 4 3 2 1

14.) To implement the program 5 4 3 2 1

15.) To evaluate the program's effectiveness on continuous basis 5 4 3 2 1

16.) To provide in-service opportunities 5 4 3 2 1

17.) To plan and present a workable budget 5 4 3 2 1

18.) To find many sources of funding to implement the Community Education program 5 4 3 2 1

19.) To maintain an accurate financial record system 5 4 3 2 1

20.) To specify job requirements 5 4 3 2 1

21.) To recruit, interview and select personnel 5 4 3 2 1

22.) To assess and evaluate performance 5 4 3 2 1

23.) To supervise Community Education staff 5 4 3 2 1

24.) To promote cooperation with day staff 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name ____________________ School District ____________________

Years in Position __________ Total Years Educational Experience __________ Sex __________ Age __________

Part II Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code:

Circle the appropriate number for each statement

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education program 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

3.) To offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives 5 4 3 2 1

4.) To delegate responsibilities and live with results 5 4 3 2 1

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COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name ______________________ School District ______________________

Years in Position __________ Total Years Educational Experience __________ Sex __________ Age __________

Part III Degree of Proficiency in competency Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position (5 - indicates high proficiency or ability for you to do all aspects implied by the statement; 3 - indicates a high understanding and ability for you to explain and supervise others who can do what is implied; 1 - indicates a knowledge of, but not much proficiency in, what is implied by the statement).

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education programs 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

3.) To offer leadership through effective two-way communication in challenging outdated 5 4 3 2 1

4.) To delegate responsibilities and live with results 5 4 3 2 1

5.) To serve as facilitator for decision making, group planning, etc. 5 4 3 2 1

6.) To educate the community about the Community Education concept 5 4 3 2 1

7.) To establish and maintain positive relationships with school district administrators, school personnel and community members 5 4 3 2 1

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COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name________________________ School District__________________

Years in Position__________ Total Years Educational Experience_____ Sex_______ Age__________

Part I Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of Community Education Director by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education program 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

3.) To offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives 5 4 3 2 1

4.) To delegate responsibilities and live with results 5 4 3 2 1

5.) To serve as facilitator for decision making, group planning, etc. 5 4 3 2 1

6.) To educate the community about the Community Education concept 5 4 3 2 1

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24.) To promote cooperation with day staff 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name ______________________ School District ______________________

Years in Position ______ Total Years Educational Experience __________ Sex _________ Age _____

Part II Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code:

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Circle the appropriate number for each statement

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education program 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

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21.) To recruit, interview and select personnel 5 4 3 2 1

22.) To assess and evaluate performance 5 4 3 2 1

23.) To supervise Community Education staff 5 4 3 2 1

24.) To promote cooperation with day staff 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

COMMUNITY EDUCATION DIRECTORS

Name___________________________ School District_____________________

Years in Position_______ Total Years Educational Experience___________ Sex________ Age______

Part III Degree of Proficiency in competency

Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position ("5" indicates high proficiency or ability for you to do all aspects implied by the statement; "3" indicates a high understanding and ability for you to explain and supervise others who can do what is implied; "1" indicates a knowledge of, but not much proficiency in, what is implied by the statement).

Ability:

1.) To provide motivation for staff, students and community members for participation in Community Education programs 5 4 3 2 1

2.) To adapt to changing situations concerning community needs 5 4 3 2 1

3.) To offer leadership through effective two-way communication in challenging outdated 5 4 3 2 1

4.) To delegate responsibilities and live with results 5 4 3 2 1

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22.) To assess and evaluate performance 5 4 3 2 1

23.) To supervise Community Education staff 5 4 3 2 1

24.) To promote cooperation with day staff 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

Name______________________________ School District________________________

Years in Position_______________ Total Years Educational Experience________ Sex__________ Age__________

Part I Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of District Community Education Coordinator by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.) To identify district Community Education goals and objectives for the overall program 5 4 3 2 1

2.) To develop strategies for accomplishing goals and objectives 5 4 3 2 1

3.) To provide advice to local unit coordinators in the development of goals 5 4 3 2 1

4.) To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc. 5 4 3 2 1

5.) To identify resources in the community 5 4 3 2 1

6.) To develop programs which have district-wide application 5 4 3 2 1

7.) To initiate structure through which the organization functions 5 4 3 2 1

8.) To utilize various management systems and leadership styles 5 4 3 2 1

9.) To develop a working knowledge of existing board policy 5 4 3 2 1

10.) To advise the board on the development of needed Community Education policy 5 4 3 2 1

11.) To develop regulations which define board policy dealing with Community Education 5 4 3 2 1

12.) To prepare and present reports to the district board concerning fiscal status, intents, etc. 5 4 3 2 1

13.) To develop budget information, such as sources of funding, cost estimates, etc. 5 4 3 2 1

14.) To administer the adopted budget 5 4 3 2 1

15.) To assess effectiveness of expenditures 5 4 3 2 1

16.) To organize and coordinate the work of a district Community Education council 5 4 3 2 1

17.) To communicate with all components of the community 5 4 3 2 1

18.) To promote the Community Education concept through the various media 5 4 3 2 1

19.) To employ human relations skills in all individual and group relationships 5 4 3 2 1

20.) To recognize areas of conflict and engage effectively in conflict resolution 5 4 3 2 1

21.) To consult with building unit coordinators and suggest alternatives to methods used 5 4 3 2 1

22.) To utilize a coordinated approach to the various levels and roles involved in providing Community Education programs (A team approach) 5 4 3 2 1

23.) To recruit, interview and recommend unit Community Education directors 5 4 3 2 1

24.) To select support staff for the Community Education program 5 4 3 2 1

25.) To provide pre-service, in-service, training and/or orientation for Community Education personnel 5 4 3 2 1

26.) To develop specifications for job descriptions for the Community School personnel 5 4 3 2 1

27.) To clarify the role of the Community Education directors and their relationships with district and local staffs 5 4 3 2 1

28.) To evaluate the effectiveness of Community Education directors 5 4 3 2 1

29.) To recognize the functions, needs, and problems of Community Education directors 5 4 3 2 1

30.) To utilize both formal and informal methods of evaluation 5 4 3 2 1

31.) To develop criteria upon which qualitative and quantitative judgments can be made 5 4 3 2 1

32.) To assist the Community Education directors in the development of their instruments for the evaluation of programs 5 4 3 2 1

33.) To compile and correlate the evaluations for district reports and recommendations for future programming 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

Name________________________________ School District______________________________

Years in Position____________________ Total Years of Experience__________ Sex__________ Age__________

Part II Acquisition of Competency

Directions: Read the competency statements and rate as to where you believe the competency should be acquired. Code:

Circle the appropriate number for each statement

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Ability:

1.) To identify district Community Education goals and objectives for the overall program 5 4 3 2 1

2.) To develop strategies for accomplishing goals and objectives 5 4 3 2 1

3.) To provide advice to local unit coordinators in the development of goals which are in consonance with district policy 5 4 3 2 1

4.) To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc. 5 4 3 2 1

5.) To identify resources in the community 5 4 3 2 1

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COMPETENCY RATING INSTRUMENT

DISTRICT COMMUNITY EDUCATION COORDINATOR

Name________________________ School District________________________

Years in Position______________ Total Years Educational Experience__________ Sex__________ Age__________

Part III Degree of Proficiency in Competency

Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position ("5" indicates high proficiency or ability for you to do all aspects implied by the statement; "3" indicates a high understanding and ability for you to explain and supervise others who can do what is implies; "1" indicates a knowledge of, but not much proficiency in, what is implied by the statement).

Ability:

1.) To identify district Community Education goals and objectives for the overall program 5 4 3 2 1

2.) To develop strategies for accomplishing goals and objectives 5 4 3 2 1

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33.) To compile and correlate the evaluations for district reports and recommendations for future programming 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

PRINCIPALS

Name______________________________ School District________________________

Years in Position____________________Total Years Educational Experience______Sex_______Age____________

Part I. Effectiveness in Competency Directions: Read the competency statement and rate your effectiveness in the position of Principal in a Community Education program by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.) To comprehend and implement policy and goals consistent with district philosophy 5 4 3 2 1

2.) To employ procedures for establishing organizational goals 5 4 3 2 1

3.) To serve as liaison between school and board of education, district offices, Community Education director, and community 5 4 3 2 1

4.) To supervise assessment of program needs with the help of the community 5 4 3 2 1

5.) To supervise planning of instructional and curricular programs 5 4 3 2 1

6.) To supervise regarding program implementation 5 4 3 2 1

7.) To apply problem identification and analysis procedures 5 4 3 2 1

8.) To supervise planning and scheduling in accordance with available facilities and equipment 5 4 3 2 1

9.) To assess climate of faculty and community toward Community Education 5 4 3 2 1

10.) To clarify roles and responsibilities 5 4 3 2 1

11.) To generate and maintain a supportive attitude with staff and community 5 4 3 2 1

12.) To work through conflict situations 5 4 3 2 1

13.) To recruit and select competent Community Education director 5 4 3 2 1

14.) To supervise Community Education director 5 4 3 2 1

15.) To evaluate competence of Community Education director 5 4 3 2 1

16.) To plan all phases of Community Education program consistent with laws that relate to financing Community Education 5 4 3 2 1

17.) To organize program with Community Education staff in harmony with financial resources available 5 4 3 2 1

18.) To supervise and manage financial affairs relating to district and agency funds 5 4 3 2 1

19.) To identify and utilize community resources which effect successful operation of the Community Education program 5 4 3 2 1

20.) To plan and establish a public relations program relating to Community Education 5 4 3 2 1

21.) To assist in developing and maintaining a productive Community Education council 5 4 3 2 1

22.) To employ professional research techniques 5 4 3 2 1

23.) To interpret research data 5 4 3 2 1

24.) To evaluate the Community Education program in relation to education program goals 5 4 3 2 1

25.) To utilize evaluative data to modify the Community Education program 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

PRINCIPALS

Name ______________________ School District ______________________

Years in Position __________ Total Years Educational Experience __________ Sex __________ Age __________

Part II Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code:

5 - pre-service
4 - in-service
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2 - self-acquired
1 - doesn't need any special attention

Ability:

1.) To comprehend and implement policy and goals consistent with district philosophy 5 4 3 2 1

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7.) To apply problem identification and analysis procedures 5 4 3 2 1

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COMPETENCY RATING INSTRUMENT

PRINCIPALS

Name______________________________ School District_________________________

Years in Position________________Total Years Educational Experience___________Sex_______Age_________

Part III Degree of Proficiency in Competency Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position ("5" indicates high proficiency or ability for you to do all aspects implied by the statement; "3" indicates a high understanding and ability for you to explain and supervise others who do what is implied; "1" indicates a knowledge of, but not much proficiency in, what is implied by the statement).

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24.) To evaluate the Community Education program in relation to education program goals 5 4 3 2 1

25.) To utilize evaluative data to modify the Community Education program 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

SUPERINTENDENTS

Name_______________________________________ School District___________________

Years in Position______________Total Years Educational Experience___________Sex_____________Age_______________

Part I Effectiveness in Competency

Directions: Read the competency statement and rate your effectiveness in the position of Superintendent in a Community Education program by circling the appropriate number (5 is very effective; 1 is of little effectiveness).

Ability:

1.) To develop board policies regarding Community Education relationship to total education program 5 4 3 2 1

2.) To encourage diversity in the total program 5 4 3 2 1

3.) To develop receptivity in school district personnel for Community Education 5 4 3 2 1

4.) To effect communications with patrons in district 5 4 3 2 1

5.) To plan for conflict resolution as required 5 4 3 2 1

6.) To initiate needs assessment for Community Education 5 4 3 2 1

7.) To expedite organization of personnel and facilities 5 4 3 2 1

8.) To involve community in determining content of Community Education program 5 4 3 2 1

9.) To interface with other resource community agencies 5 4 3 2 1

10.) To plan in-service programs 5 4 3 2 1

11.) To establish a structure for "selling" the program to in-house personnel and community patrons 5 4 3 2 1

12.) To establish a public information program with two-way flow of information and recommendations 5 4 3 2 1

13.) To provide financial support for Community Education programs 5 4 3 2 1

14.) To provide for a plan of research, development and for evaluation of the Community Education program 5 4 3 2 1

15.) To provide personnel needed to conduct continuous research and evaluation 5 4 3 2 1

16.) To provide funds for research and evaluation activities 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

SUPERINTENDENTS

Name ______________________________ School District ______________

Years in Position __________ Total Years Educational Experience __________ Sex ____________ Age ____________

Part II. Acquisition of Competency Directions: Read the competency statement and rate it as to where you believe the competency should be acquired. Code it as follows:

5 - pre-service
4 - in-service
3 - incidentally on the job
2 - self-acquired
1 - doesn't need any special attention

Circle the appropriate number for each statement

Ability:

1.) To develop board policies regarding Community Education relationship to total education program 5 4 3 2 1

2.) To encourage diversity in the total program 5 4 3 2 1

3.) To develop receptivity in school district personnel for Community Education 5 4 3 2 1

4.) To effect communications with patrons in district 5 4 3 2 1

5.) To plan for conflict resolution as required 5 4 3 2 1

6.) To initiate needs assessment for Community Education 5 4 3 2 1

7.) To involve community in determining content of Community Education program 5 4 3 2 1

8.) To expedite organization of personnel and facilities 5 4 3 2 1

9.) To interface with other resource community agencies 5 4 3 2 1

10.) To plan in-service programs 5 4 3 2 1

11.) To establish a structure for "selling" the program to in-house personnel and community patrons 5 4 3 2 1

12.) To establish a public information program with two-way flow of information and recommendations 5 4 3 2 1

13.) To provide financial support for Community Education program 5 4 3 2 1

14.) To provide for a plan of research, development and for evaluation of the Community Education program 5 4 3 2 1

15.) To provide personnel needed to conduct continuous research and evaluation 5 4 3 2 1

16.) To provide funds for research and evaluation activities 5 4 3 2 1

COMPETENCY RATING INSTRUMENT

SUPERINTENDENTS

Name______________________________________ School District________________________

Years in Position______________Total Years Educational Experience___________Sex____________Age_________________

Part III. Degree of Proficiency in Competency

Directions: Read the competency statement and rate it as to the degree of proficiency needed in the position (5 indicates high proficiency or ability for you to do all aspects implied by the statement; 3 indicates a high understanding and ability for you to explain and supervise others who can do what is implied; 1 indicates a knowledge of, but not much proficiency in what is implied by the statement).

Ability:

1.) To develop board policies regarding Community Education relationship to total education program 5 4 3 2 1

2.) To encourage diversity in the total program 5 4 3 2 1

3.) To develop receptivity in school district personnel for Community Education 5 4 3 2 1

4.) To effect communications with patrons in district 5 4 3 2 1

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16.) To provide funds for research and evaluation activities 5 4 3 2 1

APPENDIX C

COMMUNITY EDUCATION COMPETENCIES

COMMUNITY EDUCATION COMPETENCIES

STATE DEPARTMENT

TASK	COMPETENCIES	INDICATORS
1.0 Collection and Dissemination	Ability 1.1 To develop instruments to identify source information	1.11 Provides instruments for collecting demographic, attitudinal, and sociological information
	1.2 To determine method of dispersing information to appropriate publics	1.21 Develops techniques for dispersing information
		1.22 Assists in dispersing information to various publics
	1.3 To assess information needs	1.31 Develops and administers needs assessment surveys
	1.4 To develop packaging formats (marketing skills)	1.41 Refines skill development packages
2.0 Technical Assistance	Ability 2.1 To develop proposals	2.11 Develops models for proposals for supplementary funding
		2.12 Develops proposals for supplementary funding
	2.2 To develop budgeting and funding skills	2.21 Develops guidelines and formats for budget preparation
	2.3 To develop facilitating skills	2.31 Assists University Community Education Centers and local district personnel to gain expertise in securing volunteer assistance
	2.4 To develop consulting skills	2.41 Department personnel serve as consultants upon request

STATE DEPARTMENT

TASK	COMPETENCIES	INDICATORS
	2.5 To assess needs	2.51 Department personnel assist with local surveys of needs to guide curriculum directors
	2.6 To develop and deliver inservice training	2.61 Conduct workshops and other inservice staff development activities for local districts
	2.7 To develop program and role clarification and conflict resolution skills	2.71 Assist in conflict resolution through role clarification and origram realignments
	2.8 To evaluate programs	2.81 Department personnel serve on local district and University Community Education Center evaluation teams
3.0 Coordination	Ability 3.1 To identify needs and match them with available community resources	3.11 Assists Center and district personnel in identifying local community needs; local resources are considered
	3.2 To identify public influentials, power structures	3.21 Assists Center and district personnel to identify influential people making yp the power structure so as to utilize them appropriately
	3.3 To provide "horsetrading skills	3.31 Department personnel serve in assignments when university Center personnel are not available or do not possess specifically needed skills

COMMUNITY EDUCATION COMPETENCIES

STATE DEPARTMENT

TASK	COMPETENCIES	INDICATORS
4.0 Public Relations	Ability 4.1 To assess climate of various publics in local areas and at state level	4.11 Conducts assessment survey of statewide sample to ascertain attitude toward Community Education in local areas and in entire state
	4.2 To develop public and personal speaking skills	4.21 Participate in speech development classes, clinics, and workshops
	4.3 To motivate and mobilize people	4.31 Conduct sessions to orient people to Community Education concepts and to enlist recruits
	4.4 To coordinate other public relations resources	4.41 Coordinates calendar of Community Education conferences and other activities in State; makes available literature and suggested public relations sources and resources
	4.5 To advise and seek feedback from legislative committees and members	4.51 Representatives attend legislative sessions; maintain their availability to provide information and to secure feedback
5.0 Administration	Ability 5.1 To discuss intelligently the policies, rules, and regulations of the state	5.11 Meetings are held periodically with state-level personnel to secure information regarding policies, rules, and regulations of the state

TASK	COMPETENCIES	INDICATORS
	5.2 To work effectively within the organizational structure	5.21 Personnel enjoy reasonably good tenure and rather high morale
	5.3 To develop time-management skills	5.31 Maintain reasonably good record of job completion and accomplishment of established objectives
	5.4 To develop internal budgeting skills	5.41 Operates on budget allocations consistently
	5.5 To develop long-range program planning skills	5.51 Maintains the objective of regularly projecting program plans two to three years in advance
	5.6 To develop decision-making and problem solving skills	5.61 Conducts inservice activities based on job descriptions to facilitate decision-making and problem-solving skills
	5.7 To assess strengths and weaknesses by self-analysis	5.71 Conducts evaluation sessions to assist in self-analysis and in improving professional competencies for achieving stated objectives
	5.8 To develop and write proposals	5.81 Proposals for funding grants have been written and subsequently funded

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
1.0 Teaching	Ability 1.1 To select and organize relevant content	1.11 Content based on authoritative literature in field
		1.12 Content clearly relates to particular concept being developed
	1.2 To communicate Community Education concepts	1.21 Instructors teach from a depth of knowledge and understanding of Community Education concepts
		1.22 Valid illustrations in classes support authoritative literature
	1.3 To relate Community Education concepts to practical application	1.31 Application of concepts to actual Community Education programs given in concept development
	1.4 To utilize a variety of teaching methods	1.41 Instructors use visual aids, small and large group instruction and discussion, investigative assignments and lecture methods
	1.5 To evaluate student performance	1.51 Student analyses and discussions of semi-real situations in classes show knowledge and understanding of important concepts
		1.52 Student performances in "on-site" activities conform to acceptable quality by professional standards
2.0 Communication	Ability 2.1 To make effective presentations to various audiences	2.11 Communicates easily and directly to parents, teachers, community representatives, and students-in-preparation
		2.12 Does not "talk down" to students or lay groups

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
	2.2 To present ideas through various media with specific audiences	2.21 Prepares charts and pictograms easily understood by all groups
		2.22 Illustrates formats for brochures, newsletters, reports and articles
		2.23 Prepared slides with coordinated cassette narrative descriptions
	2.3 To use non-verbal communication techniques	2.31 Facial expressions reflect satisfaction or dissatisfaction
		2.32 Relaxed expression, smiling, and similar reactions reduce threat in various audiences
	2.4 To establish rapport in order to relate effectively and to interact with individuals and groups	2.41 Shows interest and concern for individuals and groups
		2.42 Shows relaxed manner and invites participation by members of the group
	2.5 To listen effectively to various audiences	2.51 Continuity of activities is derived from ideas emerging from members of specific audiences
		2.52 Cues are taken from non-verbal reactions showing satisfaction or dissatisfaction as basis for ensuing activities
3.0 Counseling and Advising	Ability 3.1 To develop program of study with students	3.11 Serves as committee chairperson to degree candidates in Community Education

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
	3.2 To assist students with career planning	3.21 Counsels with students considering career alternatives
	3.3 To recognize and assist students with personal problems	3.31 Volunteers counseling periods with students in Community Education
		3.32 Post office hours available to students
	3.4 To assist students in process of research	3.41 Serves as chairperson to degree candidates in Community Education
		3.42 Interprets results of research studies in Community Education to individuals and class groups; evidences knowledge of research techniques
4.0 Research	Ability 4.1 To understand and apply research methods	4.11 Discusses use of specific research techniques with individuals and in class groups
		4.12 Differentiates applications of various techniques to specific types of data
	4.2 To be knowledgeable of relevant research	4.21 Interprets research studies for individuals and groups; applies appropriate research techniques to specific types of data
	4.3 To identify areas of needed research	4.31 Writes proposals for grants for needed research investigations
	4.4 To encourage research at the local level	4.41 Generates minor investigations and research studies in local communities

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
	4.5 To interpret findings and explain to non-research types	4.51 Uses research findings in assisting individuals and groups to understand application of research conclusions
		4.52 Assists non-research oriented individuals to conduct minor investigative studies
	4.6 To conduct personal research studies on a continuing basis	4.61 Develops proposals for research grants in aid which are financed by philanthropic agencies
		4.62 Conducts on-going research studies which support teaching assignments
5.0 Consulting (Field Service)	Ability 5.1 To assist local communities in the initial development of Community Education	5.11 Directs needs assessment surveys in local areas
		5.12 Appears before local professional and lay groups to clarify meaning and objectives of Community Education
	5.2 To assist local communities in selection of staff	5.21 Meets with local planning committees to assist with types of personnel needed in local programs
		5.22 Assists in development of job descriptions for needed personnel
	5.3 To assist local communities with inservice activities	5.31 Identifies areas of needed inservice activities

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
		5.32 Assists in planning workshops, special activities for individuals and other types of in-service contributions for individuals and groups
	5.4 To assist in the policy development in Community Education	5.41 Identifies areas in which policies are needed
		5.42 Differentiates between policy and procedure; provides examples
	5.5 To find sources of funding (district budgets-financial management)	5.51 Allocates "seed" money in initial years of Community Education from available financial grants
		5.52 Furnishes names of philanthropic agencies
		5.53 Assists in writing proposals for financial grants
	5.6 To establish effective liaison with appropriate community and educational agencies	5.61 Assists in establishing advisory committees
		5.62 Meets with community and educational representatives to develop roles and functions of each
	5.7 To assist local communities in on-going evaluations	5.71 Meets with local leaders to plan evaluative procedures
		5.72 Provides examples of evaluative instruments from other local areas
		5.73 Assists in designing evaluation procedures and instruments so as to collect information which coincides with the objectives of the program

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
6.0 Evaluation	Ability	
	6.1 To develop short and long-term goals	6.11 Assists local districts to structure a defensible organization in terms of lay and professional leaders
		6.12 Assists local groups to envision long-range accomplishments, in terms of people served, curriculum areas, and funding procedures, and the general rate of growth of each of these
	6.2 To develop procedures to assess center program and process effectiveness	6.21 Coordinates the pre-planning phases which combine program planning and on-going evaluation
		6.22 Pre-plans so that evaluation procedures can actually assist processes within the center program
	6.3 To collect, maintain, and make available evaluation instruments	6.31 Provides examples of evaluation instruments from other local programs which may be appropriate in given areas
	6.4 To follow up on training effectiveness on graduates in the field	6.41 Utilizes Community Education graduates in the field in evaluating strengths and weaknesses of the academic preparation programs
		6.42 Adapts inservice training experiences for graduates identified as weaknesses in their training
		6.43 Develops inservice activities for graduates to strengthen areas in which they register reasonable successes

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
7.0 Administration	Ability 7.1 To prepare and manage a budget	7.11 Translates academic and field services programs into a planned budget
		7.12 Administers programs so as to "live within" the budget
	7.2 To select and maintain pertinent materials	7.21 Selects instructional materials including textbooks and instructional equipment which enhances the realization of objectives
	7.3 To coordinate resources	7.31 Personnel and material are deployed to maximize the program
	7.4 To organize and plan the activities of the center	7.41 Activities of the Center are divided between students, field centers, and any other phases of the Center's program
	7.5 To maintain records of Center operations	7.51 Annual reports, evaluation reports, and reports of short-term phases of the Center's program are prepared and filed for reference
	7.6 To interface Center and personnel with overall institution	7.61 An advisory committee representing the overall institution meets periodically with Center personnel
		7.62 Formal and informal type sessions are held for combined Center and institutional representatives
	7.7 To recruit, identify, and screen potential Community Education leaders and students	

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
		7.71 Names of students recruited, their dossiers, and supporting personal information are provided committees and departments for purposes of admission to academic programs
		7.72 Community Education specialists are investigated and recommended for positions in Community Education Centers
		7.73 Individuals competent in Community Education are recommended to fill open positions in local school districts
8.0 Program Development	Ability 8.1 To project programs in relation to stated goals	8.11 Provides recommendations for types of activities and program phases to assist in realizing stated goals
	8.2 To develop graduate Community Education programs	8.21 Utilizes knowledge of Community Education field and of local district needs to plan needed graduate Community Education programs
		8.22 Graduate Community Education program systematically prepares personnel who fit into local Community Education programs
	8.3 To assess needs of practitioners and to develop appropriate programs (preservice and in-service)	8.31 Specific courses, workshops, and related activities are planned to meet the needs of practitioners and students in preparation

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
	8.4 To project programs in relation to priorities and resources available	8.41 Planned courses, workshops, and other related activities are offered on basis of priorities and resources available
	8.5 To utilize interdisciplinary resources of university, community, local school districts, and state department	8.51 Personnel representing local community, state department, and university personnel combine to instruct classes and lead in-service efforts
	8.6 To develop program philosophy from which goals evolve	8.61 Goals represent basic tenets in stated philosophy
9.0 Leadership	Ability 9.1 To assist in establishing a climate for Community Education to take place--acceptance of program, sharing of information, involvement of other people	9.11 Conducts colloquia for university personnel to provide information regarding Community Education 9.12 Assists local Community Education personnel to interpret the Community philosophy and program to local citizens
	9.2 To facilitate group action	9.21 Establishes working committees to assist with enhancement of Community Education objectives

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
	9.3 To establish structures for decision making, problem solving, and conflict resolution	9.31 Provides job descriptions for personnel to clarify responsibilities for decision making, problem solving, and conflict resolution
	9.4 To establish a consistent and acceptable leadership style	9.41 Leadership training is provided in classes, internships, and other field experiences to establish defensible leadership styles
		9.42 The philosophic base and recommended leadership style are made known and followed in all endeavors
	9.5 To exercise initiative in implementation of goals, programs and ideas	9.51 The general program and planned activities aim toward stated goals
	9.6 To pursue and to utilize innovative ideas in operations	9.61 Innovative ideas in curriculum and in procedures are implemented in the university program and in promoting local programs
	9.7 To demonstrate personal behavior and leadership style appropriate for accomplishment of stated goals	9.71 Professional evaluations result in reasonably high rankings for personnel
		9.72 Evaluations of Community Education Center show that stated goals are accomplished

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES	INDICATORS
10.0 Public Relations	Ability	
	10.1 To promote Community Education concept internally and externally	10.11 Adopted philosophy and Community Education concepts guide interpersonal relationships within the Center as well as with schools in the field
	10.2 To establish and to maintain good relations with various publics with which it deals when the Center's program is evaluated	10.21 The Center gains the respect of various publics with which it deals when the Center's program is evaluated
	10.3 To have planned on-going two-way communication with various publics	10.31 The various publics have representatives on advisory committees and on other panels which communicate re desired programs and needed attention to problems
	10.4 To utilize various communication techniques	10.41 The Center uses multi-media approaches in communicating all types of information to publics
	10.5 To identify public influential power structures	10.51 Infulential individuals who may have both positive and negative attitudes toward the Center are invited to participate
	10.6 To communicate effectively with a number of cultural groups and audiences	10.61 All cultural groups are considered in communicating information, and an effort is made to communicate with each cultural group

COMMUNITY EDUCATION COMPETENCIES

UNIVERSITY GROUP

TASK	COMPETENCIES		INDICATORS	
	10.7	To demonstrate effective public and personal speaking skills	10.71	Center personnel are participants in organizations such as Toastmasters and similar groups
			10.72	Personnel accept speaking engagements in the public sector
	10.8	To build a PR package for the Center	10.81	A planned PR program is structured which evidences a balance between two-way communication opportunities, between visual and audio techniques, and other similar factors

SUPERINTENDENTS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
1.0 Developing a "Climate" for Community Education	Ability 1.1 To develop board policies regarding Community Education relationship to total educational program	1.1.1 The inclusion of a set of Community Education policies in the district policy manual
	1.2 To encourage diversity in the total program	1.1.2 Through the development of a well defined procedure for program planning which encourages regular offerings
	1.3 To develop receptivity in school district personnel for Community Education	1.1.3 Through a series of formal and informal meetings with staff to present the values of Community Education program
	1.4 To effect communications with patrons in district	1.1.4 Through a series of formal and informal meetings with community groups and agencies to discuss the value of Community Education
	1.5 To plan for conflict resolution as required	1.1.5 Through providing inservice programs for staff in conflict resolution
2.0 Program Planning	2.1 To initiate needs assessment for Community Education	2.1.1 Through documented evidence of formal and informal contacts with various community agencies to determine Community Education needs

TASKS	COMPETENCIES	INDICATORS
	2.2 To expedite organization of personnel and facilities	2.2.1 Through written policies and procedures establishing positions, responsibilities, functions and selection for Community Education personnel and facilities
		2.2.2 Through evidence that indicator 2.2.1 is being followed
	2.3 To involve community in determining content of Community Education program	2.3.1 Through the establishment of a Community Education Council
	2.4 To interface with other resource community agencies	2.4.1 Through evidence of establishment of a coordination council including community agency representation
		2.4.2 Through evidence of joint planning with other community agencies and programs
	2.5 To plan inservice programs	2.5.1 Through development of a series of workshops and seminars for pre service and maintenance of the Community Education program
3.0 Public Relations	3.1 To establish a structure for "selling" the program to in-house personnel and community patrons	3.1.1 Through evidence of printed materials and inservice programs designed to solicit support for the Community Education concept

TASKS		COMPETENCIES		INDICATORS	
		3.2	To establish a public information program with two-way flow of information and recommendations	3.2.1	Through evidence of utilization of print and electronic media to encourage public support and involvement in Community Education
4.0	Funding the Program	4.1	To provide financial support for Community Education program	4.1.1	Through evidence of budget development indicating expenditures and funding sources
				4.1.2	Through evidence of projected budgetary needs and funding sources for a minimum five year period
5.0	Research and Evaluation	5.1	To provide for a plan of research, development and for evaluation of the Community Education program	5.1.1	Through evidence that each indicator listed above will have an evaluation component which can be audited by an external evaluation team periodically
		5.2	To provide personnel needed to conduct continuous research and evaluation	5.2.1	Through evidence of resources on staff or contracted services for identifying problem areas and effecting research for same
		5.3	To provide funds for research and evaluation activities	5.3.1	Through evidence of a budget line item for research and evaluation

	TASK		COMPETENCIES		INDICATORS
1.0	Philosophy, Goal Setting and Policy Implementation		Ability		
		1.1	To comprehend and implement policy and goals consistent with district philosophy	1.1.1	Develop goal statements consistent with district philosophy
				1.1.2	Demonstrate knowledge of philosophy of district (verbally or in writing)
		1.2	To employ procedures for establishing organizational goals	1.2.1	Establish a representative community council
				1.2.2	Seeks and uses input from council, faculty and students
		1.3	To serve as liaison between school and board of education, district offices, Community Education Director, community	1.3.1	Spends time establishing communication
2.0	Program Development	2.1	To supervise assessment of program needs with the help of the community	2.1.1	Meets periodically with council to discuss directives and needs of program
				2.1.2	Works with community council in establishing a Needs Assessment within the community
		2.2	To supervise planning of instructional and curricular programs	2.2.1	Communicate; encourage other agencies to help provide programs
				2.2.2	Periodically hold meetings with Director
				2.2.3	Review and monitor progress

TASK	COMPETENCIES	INDICATORS
	2.3 To supervise regarding program implementation	
3.0 Program Management	3.1 To apply problem identification and analysis procedures	3.1.1 Use group problem solving techniques (brainstorming sessions)
	3.2 To supervise planning and scheduling in accordance with available facilities and equipment	3.2.1 Delegate to Director responsibility to implement
		3.2.2 Establish guidelines on procedures and facilities and awareness of constraints
		3.2.3 Establish procedures to request facilities
4.0 Developing Climate	4.1 To assess climate of faculty and community toward Community Education	4.1.1 Survey Community, staff, suggestions, complaints, turnouts, etc.
	4.2 To clarify roles and responsibilities	4.2.1 Develop job descriptions
	4.3 To generate and maintain a supportive attitude with staff and community	4.3.1 Participate in activities that are part of the Community Education program
	4.4 To work through conflict situations	4.4.1 Use community council to bring people together

TASK		COMPETENCIES		INDICATORS	
5.0	Personnel Management	5.1	To recruit and select competent Community Education Director	5.1.1	Develop job description of Community Education Director
				5.1.2	Advertise
				5.1.3	Interview
				5.1.4	Use committee and council
		5.2	To supervise Community Education Director	5.2.1	Hold evaluation conference periodically
				5.2.2	Develop evaluation procedures
		5.3	To evaluate competence of Community Education Director	5.3.1	Follow through with use of procedures to evaluate
6.0	Financial Management	6.1	To plan all phases of Community Education program consistent with laws that relate to financing Community Education	6.1.1	Know laws
				6.1.2	Development of adequate budget
				6.1.3	Involve Coordinator in preparation of total school budget
		6.2	To organize program with Community Education staff in harmony with financial resources available		
		6.3	To supervise and manage financial affairs relating to district and agency funds		

TASKS	COMPETENCIES	INDICATORS
7.0 Community Relations	7.1 To identify and utilize community resources which effect successful operation of the Community Education program	7.1.1 Get out into the community to make contacts and learn what resources are available
	7.2 To plan and establish a public relations program relating to Community Education	7.2.1 Personal contact with media 7.2.2 Involve District Community Relations department
	7.3 To assist in developing and maintaining a productive Community Education council	7.3.1 Principal be present often 7.3.2 Obtain good cross-section on community council
8.0 Program Evaluation	8.1 To employ professional research techniques	8.1.1 Utilize district research personnel
	8.2 To interpret research data	8.2.1 Write articles, speak, etc. 8.2.2 Share with community council and community
	8.3 To evaluate the Community Education program in relation to education program goals	
	8.4 To utilize evaluative data to modify the Community Education program	

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
1.0 Organization	Ability	
	1.1 To identify district Community Education goals and objectives for the overall program	1.1.1 Has utilized the input of committees to develop goals and objectives
		1.1.2 Has compiled goals and objectives in a written document
		1.1.3 Has included input consistent with district goals and objectives
		1.1.4 Has re-evaluated goals and objectives to update and change as necessary
	1.2 To develop strategies for accomplishing goals and objectives	1.2.1 Agenda of District Council has indicated input by local coordinators and local Council members
		1.2.2 Has contacted agencies or persons indicated in goals and objectives
		1.2.3 Has organized and planned activities in consonance with stated goals.
	1.3 To provide advice to local unit coordinators in the development of goals which are in consonance with district policy	1.3.1 Has provided periodic meetings to train directors in techniques and procedures involved with goal attainment
		1.3.2 Has provided appropriate updating of system policy and regulation changes
		1.3.3 Has provided opportunities for unit directors to input data for needed changes
	1.4 To assist building level directors and community groups in the development and implementation of surveys, Needs Assessments, etc.	1.4.1 Has gathered and collected data from various sources such as City Planning Department, University, Etc.
		1.4.2 Has developed graphic presentations and materials for use in survey or needs assessment instruments
		1.4.3 Has developed documents for use at various levels
		1.4.4 Has worked with local Research and Development Office or University Regional Center to validate documents
		1.4.5 Has procured resources and has monitored printing of instruments
		1.4.6 Has provided mailing lists and other communication devices for unit directors

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
		1.4.7 Has arranged for, or through, community groups, methods of obtaining data for development of survey or needs assessment instruments
	1.5 To identify resources in the community	1.5.1 Has gathered information concerning available resources
		1.5.2 Has compiled human and monetary resources into a directory for use by unit directors
		1.5.3 Has contacted human resources in the community to solicit support for Community Schools
	1.6 To develop programs which have district-wide application	1.6.1 Has assessed broad-based interest
		1.6.2 Has contacted community agencies to provide district-wide services, i.e., Adult Education, YMCA, Health Department, etc.
		1.6.3 Has worked with local principals to determine needs which has included the integration of Community Education Services into the schools
	1.7 To initiate structure through which the organization functions	1.7.1 Has developed line and staff responsibilities and has shown them on an organizational chart
		1.7.2 Has provided a regular agenda with back-up material as needed
		1.7.3 Has provided financial procedures for unit directors
		1.7.4 Has drafted needed forms to implement Community School Programs
	1.8 To utilize various management systems and leadership styles	1.8.1 Has developed a systematic approach to management
		1.8.2 Has provided for democratic process in meetings
		1.8.3 Has made unilateral decisions as appropriate
2.0 School Board Relations	2.1 To develop a working knowledge of existing board policy	2.1.1 Has familiarized himself with the District Policy Manual
		2.1.2 Has extracted and interpreted policies and regulations which reflect the functions of the Community Education program

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
		2.1.3 Has worked with the School Board and developed an understanding level and acceptance of the Community Education concept
	2.2 To advise the board on the development of needed Community Education policy	2.2.1 Has made a presentation to the board concerning the Community Education program
		2.2.2 Has provided the board with documents defining Community Education
		2.2.3 Has provided the board with documents stating needs which can be addressed by Community Education
		2.2.4 Has advised the board of other programs and the varied approaches to Community Education as a district program
		2.2.5 Has informed the board as to the current trends of Community Education in other States
	2.3 To develop regulations which define board policy dealing with Community Education	2.3.1 Has worked with district administration to prepare appropriate documents for the Community Education program
		2.3.2 Has worked to involve the input of local community members to develop workable Community Education documents
		2.3.3 Has implemented procedures to plan, organize, and write a document which is acceptable to the school board as well as to the community
	2.4 To prepare and present reports to the district board concerning fiscal status, intents, etc.	2.4.1 Has coordinated with the board and other school administration to collect appropriate data
		2.4.2 Has established criteria and priorities for the development of appropriate documents
3.0 Fiscal Tasks	3.1 To develop budget information, such as sources of funding, cost estimates, etc.	3.1.1 Has developed a resource list of available funding sources
		3.1.2 Has prepared a budget reflective of the goals, objectives and priorities of the program

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES		INDICATORS	
			3.1.3	Has coordinated with appropriate district staff concerning fiscal matters of the Community Education program
	3.2	To administer the adopted budget	3.2.1	Has developed a system to monitor the movement of funds within the program
			3.2.2	Has maintained coordination with the district budget personnel on a regular basis
			3.2.3	Has utilized budget procedures to assist in the further development of appropriate fiscal control of allocated monies
	3.3	To assess effectiveness of expenditures	3.3.1	Has planned expenditures in consonance with the program priorities
			3.3.2	Has followed established budget procedures in maintaining accountability
			3.3.3	Has provided a budget monitoring system for the purpose of accounting for funds
			3.3.4	Has provided reports of budget operations to appropriate authorities
4.0 Working With Publics	4.1	To organize and coordinate the work of a district Community Education council	4.1.1	Has planned for a District Community Education Council by working in close harmony with various local councils
			4.1.2	Has developed a structure for the implementation of a broad-based council
			4.1.3	Has worked to implement a district council based upon the tenets of Community Education
	4.2	To communicate with all components of the community	4.2.1	Has identified the various representative groups which make up the community
			4.2.2	Has established a calling list based upon the agencies and groups which make up the community
			4.2.3	Has extended invitations to participate in a district council to the various subpublics which make up the community
			4.2.4	Has provided for effective two-way communication among the various components of the community
	4.3	To promote the Community Education concept through the various media	4.3.1	Has made contact with the key media people

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
		4.3.2 Has provided available information to the media concerning the various program activities
		4.3.3 Has explored the various types of media presentations for use in the overall program
		4.3.4 Has involved media professionals in the understanding of the Community Education concept
		4.3.5 Has an understanding of the procedures involved in the preparation of quality media presentation
5.0 Supervision	5.1 To employ human relations skills in all individual and group relationships	5.1.1 Has an awareness of human relations skills and has utilized them in the day-to-day operations of the Community Education program
		5.1.2 Has worked to develop good communications linkages with the community through the application of human relations skills
		5.1.3 Has provided opportunities for community members to grow and develop in their community schools
		5.1.4 Has promoted good communications techniques and exercised them in the operation of the program
		5.1.5 Employs democratic processes in group meetings
		5.1.6 Compliments individuals wherever the occasion arises, but points out inadequacies in private
	5.2 To recognize areas of conflict and engage effectively in conflict resolution	5.2.1 Has knowledge of creative conflict management techniques
		5.2.2 Has worked to eliminate or reduce the incidence of conflict
		5.2.3 Has promoted positive attitudes about school and communities toward the elimination of conflict
		5.2.4 Is aware of conflict as an inevitable part of life in communicating with lay and professional groups and individuals

DISTRICT COMMUNITY EDUCATION COORDINATORS IN COMMUNITY EDUCATION PROGRAMS

TASK	COMPETENCIES	INDICATORS
		5.2.5 Adheres to agenda items to prevent conflicts but allows conflicts to be brought out with time for all views
	5.3 To consult with building unit coordinators and suggest alternatives to methods used	5.3.1 Has counselled with local unit coordinators concerning the various aspects of the operation
		5.3.2 Has worked with unit principals and maintained liaison between that person and the unit coordinator
		5.3.3 Has provided workshops and/or other training for local unit coordinators
		5.3.4 Has worked to promote harmonious relationships among school staff and local unit coordinators
		5.3.5 Meetings are planned with agenda and minutes to discuss processes
		5.3.6 Workshops are utilized when appropriate to implement new processes
	5.4 To utilize a coordinated approach to the various levels and roles involved in providing Community Education programs (A team approach)	5.4.1 Has evaluated each situation in terms of resources in solving problems in a unified manner
		5.4.2 Has assured the involvement of all entities in the solution of problems
		5.4.3 Has worked beyond the traditional methods of conflict management
		5.4.4 Unit directors provide input through coordinating sessions
6.0 Personnel Administration	6.1 To recruit, interview and recommend unit Community Education Directors	6.1.1 Contacts are made with the Regional Center for Community Education Development
		6.1.2 Assists applicants in processing credentials with the school district
		6.1.3 Recommends convening of screening committees when needed
		6.1.4 Travels to nearby schools to interview applicants
	6.2 To select support staff for the Community Education program	6.2.1 Has developed interview techniques for selection of staff
		6.2.2 Has developed job descriptions through the Personnel Department which indicates functions needed in Community School Program

TASK	COMPETENCIES	INDICATORS
		6.2.3 Involves the Community School Director in selection of support staff
	6.3 To provide pre-service, in-service, training and/or orientation for Community Education personnel	6.3.1 Programs in-service meetings when appropriate items are identified
		6.3.2 All new personnel are given an orientation session which involves staff participation
		6.3.3 Staff is provided with opportunities to attend training sessions sponsored outside the school system
		6.3.4 Budget funds are allocated for training, workshops, etc.
	6.4 To develop specifications for job descriptions for the Community School Personnel	6.4.1 Utilizes the system format for job descriptions
		6.4.2 Specifications are forwarded to appropriate Personnel staff for promulgation and approval by the Board
		6.4.3 Job descriptions are updated as functions change
		6.4.4 Funding requests for salary adjustments are prepared in time for system budget preparation
	6.5 To clarify the role of the Community Education Directors and their relationships with district and local staffs	6.5.1 Meets with unit line administration to check status of programs
		6.5.2 Meetings with faculty members are encouraged to assure the Community Education concept is understood and ramifications to faculties made clear
		6.5.3 Articles are drafted in vignette style to describe the functions of the Community Education Director
	6.6 To evaluate the effectiveness of Community Education Directors	6.6.1 Liaison has been established with Personnel and Research offices to plan for evaluation
		6.6.2 An evaluation instrument is developed and is being implemented
		6.6.3 Evaluations have been discussed with the unit Principal and the Community Education Director
	6.7 To recognize the functions, needs, and problems of	6.7.1 Has established an organizational chart with job descriptions with which the

TASK	COMPETENCIES	INDICATORS
		6.7.2 Has established a method through which Community Education Directors feel comfortable in bringing problems to the coordinator
		6.7.3 Assures that "needs" appear as agenda items at meetings of the district's Community Education Directors
7.0 Program Evaluation	7.1 To utilize both formal and informal methods of evaluation	7.1.1 Has developed instruments for formal evaluation of program and processes
		7.1.2 Maintains memoranda reflecting periodic informal judgements of both program and processes
	7.2 To develop criteria upon which qualitative and quantitative judgements may be made	7.2.1 Has sought input from Community Education Directors
		7.2.2 Has conducted reliability tests to ascertain the worth of evaluation instruments
		7.2.3 Has obtained input from outside agencies and groups for establishing evaluation criteria
	7.3 To assist the Community Education Directors in the development of their instruments for the evaluation of programs	7.3.1 Has developed instruments for local use
		7.3.2 Has designed instruments for ease of use at the local level
		7.3.3 Has planned meetings at the local program level to test evaluation instruments to aid the Community Education Director in administering them
	7.4 To compile and correlate the evaluations for district reports and recommendations for future programming	7.4.1 Has written reports and disseminated them to proper staff
		7.4.2 Has established a procedure to obtain data needed for reports

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
1.0 Leadership	1.1 Provide motivation for staff, students and community members for participation in Community Education program	1.1.1 See measurable increase in participation 1,1.2 Change on schedule & program are made 1.1.3 Presides at brainstorming Sessions and discussion groups 1.1.4 Staff includes semi-professional & community
	1.2 Adapt to changing situations concerning community needs	
	1.3 Offer leadership through effective two-way communication in challenging outdated ideas and proposing alternatives	
	1.4 Delegate responsibilities and live with results	
	1.5 Serve as facilitator for decision making, group planning, etc.	
2.0 Public Relations	2.1 Educate the community about the Community Education concept	2.1.1 Prepares media releases
	2.2 Establishes and maintains positive relationships with school district administrators, school personnel and community members	2.2.1 Awareness 2.2.2 On-going communication

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
	2.3 Utilizes community agencies	2.3.1 Obtains input, staff, money and facilities
3.0 Community Involvement	3.1 Survey, interpret and meet community needs	3.1.1 Needs Assessment
		3.1.2 Identify priorities
		3.1.3 Develop program to meet needs
	3.2 Recruit and encourage community participation	3.2.1 Contacts leaders, agencies, senior citizens, businesses, etc.
	3.3 Identify and use human and physical resources	3.3.1 Survey
4.0 Program Development	4.1 Coordinate and schedule use of facilities with other administrators	4.1.1 Calendar, times, places, etc.
	4.2 Organize goals and objectives for the program	
	4.3 Implement the program	4.3.1 Offer classes
		4.3.2 Activities for senior citizens
	4.4 Evaluate the program's effectiveness on continuous basis	
	4.5 Provide inservice opportunities	4.5.1 Workshops for staff
		4.5.2 Provides information on training possibilities

COMMUNITY EDUCATION DIRECTORS IN COMMUNITY EDUCATION PROGRAMS

TASKS	COMPETENCIES	INDICATORS
5.0 Budget	5.1 Plan and present a workable budget	5.1 Get approval for budget from School board.
	5.2 Find many sources of funding to implement the Community Education program	5.2 Budget reflects several sources of funding.
	5.3 Maintain an accurate financial record system	5.3 Have available for inspection ledger and receipts, time cards and other documents.
6.0 Personnel	6.1 Specify job requirements	6.1 Develop an instument describing job description.
	6.2 Recruit, interview and select	6.2 Advertise for positions available set up criteria for interview.
	6.3 Assess and evaluate performance	6.3 Set up an evaluating session periodically with staff.
	6.4 Supervise Community Education staff	6.4 Develop evaluation instrument with staff.
	6.5 Promote cooperation with day staff	6.5 Plan weekly or monthly staff meeting.

APPENDIX D

INDIVIDUAL WORKSHOP EVALUATIONS

*RESPONSES ON WORKSHOP

COMMUNITY EDUCATION

COMPETENCIES WORKSHOP
November 17-18

Participants' Workshop Evaluation Results

Those who participated in the Competencies workshop were asked to evaluate the workshop by answering five questions. On a five-point scale, (5=high, 1=low) approximately 40 persons responded to each question and a mean score was computed for each of the five questions. The results were as follows:

Average Score

I. A. Pre-workshop preparation-materials 3.6

*"Excellent materials sent ahead. Helped set the tone prior to workshop arrival."
*"Goals and purposes of the conference could have been more specific"

B. Pre-workshop preparation-communication 2.5

*"It wasn't clear who might be receiving reimbursement for travel or stipends."

II. A. Conducting the workshop-instructions 4.2

*"Very clear and concise; well prepared"
*"Ran smoothly; adjustments in schedule made when needed"

B. Conducting the workshop-facilities 4.6

*"Excellent" *"Really lovely"
*"Facilities were excellent in providing a quiet, restful setting in which to conduct the business"

C. Conducting the workshop-general arrangements 4.4

*"Timing was excellent-enjoyed being outdoors"
*"Environment was conducive to work and opportunities for interaction were adequate"

III. A. Presentations-clarity 3.9

*"Purpose of research could have been more clearly stated"
*"Dr. McCleary was excellent; His presentations were very useful and stimulating. The sessions moved at a comfortable pace under Brian's direction."

	B.	Presentations-usefulness *"Good exchanges in work sessions"	4.1
IV.	A.	Purpose and organization for accomplishing the intended purpose of workshop *"The overall organization of the conference lent itself to the specific goals intended." *"A paragraph in the pre-workshop materials, reiterated in the opening session, stating the purpose in clear, straightforward terms would have helped me greatly."	4.1
	B.	Purpose and organization for accomplishing the intended purpose of workshop-structure	4.3
V.	A.	Value, usefulness, relevance, helpfulness-personal/professional *"I feel the conference added to my personal-professional growth and was relevant to my total performance as an administrator."	3.9
	B.	Value, usefulness, relevance, helpfulness-problems encountered	4.1
	C.	Value, usefulness, relevance, helpfulness-Do you feel you were able to contribute what you wanted to?	

COMMUNITY EDUCATION

COMPETENCIES WORKSHOP #2
January 19-20, 1977

Participants' Workshop Evaluation Results

Those who participated in the second competencies workshop were asked to evaluate the workshop by answering some questions. On a five-point scale, (5=high, 1=low) 15 persons responded to each question and a mean score was computed for each question. The results were as follows:

		AVERAGE SCORE
I.	PRE-WORKSHOP MAILED MATERIALS	4.74
A.	List of compiled competencies	4.66
B.	Lodging, travel arrangements	4.91
C.	Explanations	4.66
II.	CONDUCTING THE WORKSHOP	4.65
A.	Instructions	4.66
B.	Facilities	4.81
1.	Meals	4.33
2.	Lodging	4.83
3.	Site/location	4.86
4.	Meeting rooms	4.42
C.	General arrangements: spaces, working materials, etc.	4.69
III.	PRESENTATIONS	4.71
A.	Clarity	4.71
B.	Usefulness	4.71
IV.	PURPOSE AND GOAL OF WORKSHOP	4.73
A.	Atmosphere conducive for accomplishing purpose and goal	4.73
B.	Intended purpose and goal clearly understood by participants	4.73

		AVERAGE SCORE
V.	VALUE	4.53
	A. Professional value, usefulness, relevance, helpfulness	4.53
	B. Personal value, usefulness, relevance, helpfulness	4.53
VI.	Involving practitioners from the field as resource persons to determine administrative competencies is a good idea	4.80

VII. Please list what you feel were the strengths of this workshop

"Short orientation with ample time to work in clusters"
"Small group approach with back-up material"
"Presentations and organization"
"Good consultant help"

VIII. Please list what you feel were the weaknesses of this workshop

"Evening session should have accomplished more"
"Need more whole group interaction"

IX. Please comment on your reaction to the format of the workshop

"I thought it was excellent"
"Good"

X. ASSESSMENT OF NEED

In your opinion, is there a need to develop accurate and reliable baseline data regarding needed competencies in the administration of Community Education programs? On a four-point scale, (4=high, 1=low) the average score from 15 responses was 3.66.

Most important need	10 responses
Important need	5 responses
Need of little significance	0 responses
Need of no significance	0 responses

COMMUNITY EDUCATION

COMPETENCIES WORKSHOP #3
April 27-29, 1977

Participants' Workshop Evaluation Results

Those who participated in the third competencies workshop were asked to evaluate the workshop by responding to some statements related to the project. On a five point scale, (5 = high, 1 = low), a mean score was computed for each question. Some participants attended one or more sessions. The results were as follows:

	AVERAGE SCORE		
	Attended one session	Attended 2 or more sessions	Total
Objectives of the project were clear	4.25	4.44	4.36
Procedures used moved clearly to the objectives	3.62	4.10	3.89
Involvement of administrators was effective	4.37	4.72	4.56
Outcomes in relation to objectives are useful	4.17	4.07	4.11
Materials sent prior to meetings were sufficient	3.93	4.17	4.06
Presentations at meetings were helpful	4.43	4.48	4.46
Small group sessions were productive	4.58	4.48	4.52
Arrangements: facilities, meals, etc. were sufficient	4.62	4.79	4.72
Arrangements: schedules, program, etc. were effective	4.54	4.58	4.56
My participation, to me, was satisfactory	4.41	4.44	4.43
In addition to the project objectives, information gained will be useful	4.41	4.27	4.33
My willingness to participate in follow-up on project activities: willing	4.58	4.72	4.66
Overall average	4.32	4.43	4.38

Some reactions received to the following statements from those attending 1 session:

Project Objectives: "Very good, will look forward to receiving the end product", "Great need for this", "Need more clarity in use of terms in the Ideal Profile", "Clearly stated and worthwhile", "The objectives were well thought and easily understood", "Somewhat clear, could have been better understood if info was received in advance".

Project Activities: "Were very well planned and adhered to", "I felt the activities were scheduled in such a manner that I could participate in them comfortably rather than feel rushed", "Clarification was needed on terminology, order of activities was questionable", "Were very helpful to improvement by self evaluation", "Meaningful -- moved along well".

Pre-workshop Planning, Materials: "I received very little information", "The materials could have been handed out earlier for pre-study", "Good", "Adequate".

Conduct of the Workshops: "Smooth, effective", "Good Leadership, good participation", "Was conducted in an efficient manner", "Very well organized, good meeting area", "It moved very well, and kept within task or objectives".

Group Participation: "Good, as it covered teachers to board members", "A little disjointed in our group", "A willingness to share ideas, shows that the program has high merit", "Excellent - really got down to work and did some sound thinking", "Good choice of discussion leaders".

Outcomes of the Project: "Should be a most beneficial instrument for everyone concerned", "I am looking forward to final results of Competencies in Community Education", "Some areas will need to be redone to become valid", "A useful instrument for evaluation as well as a guide for some roles and responsibilities", "Final info will give me a better view and understanding of the project".

Additional Comments: "Will be looking forward to all materials relative to all areas discussed and rated", "It would be my personal wish to operate in an ideal situation at all times, but this will probably not happen. We will continue to pursue", "Although this was my first workshop, I found the information to be helpful in increasing my understanding of the ramification of implementing and conducting a community school. These competencies could very effectively be slightly reworded and used to inform publics about Community Education", "Might consider planning a workshop to provice assistance with how to use the final competency statements", "Excellent conference -- helped to solidify the various personnel necessary to make for a successful Community School. Suggestion: Invite at least one School Board Member to attend conference", "Instruments need improving -- especially indicators of district size etc. -- QAM -- interpretation of high-ideal, low-real and low-ideal, high-real -- open to conflicting opinions -- best interpretation as of high-high or low-low", "Excellent workshop. I enjoyed this quite a bit. This is something that has been needed for some time. I'm looking forward to final results".

Some reactions received to the following statements from those attending 2 sessions.

Project Objectives: "Moving along", "Clear, well defined - much needed for improving effectiveness of Administrative Community Education", "At first not clear but got better", "Were clear and purposeful".

Project Activities: "Were sometimes unclear - time wasted trying to find a starting point", "OK but too much lay time", "Developed in a fine sequence - going from part to whole", "Good".

Pre-workshop planning, materials: "Informative", "OK", "First set of materials not useful", "Info sent in the mail was difficult to interpret".

Conduct of the Workshops: "Good", "Well planned - fast moving", "Excellent", "Good - all worked hard".

Group participation: "Very Good", "Always an advantage", "Good", "Broader scope of people - teachers - Bd. members - parents, etc. may have been of value".

Outcomes of the Project: "Will be extremely helpful for planning in-service and writing of job descriptions", "Good", "Helped me understand Community Education better", "Will help me in the future as a reference and goal orientation".

Additional comments: "Evaluation instruments prior to group discussion are invalid and should be presented again with specific corrections", "Good job - keep it up", "Very professionally operated workshops - outcomes will provide significant contributions to future of Community Education in Arizona and U.S.". "Thank you for the opportunity".

Some reactions received to the following statements from those attending 3 sessions:

Project Objectives: "Were clear and I am looking forward to receiving the final results", "Needed for role clarification and coordination", "Were open-ended and productive", "Clear after 2 hr.", "Very comprehensive - still need refinement as to objectivity", "Based on group product for some groups, the objectives were not clear to all", "A good premise, yet tough to delineate some areas because of definitional problems", "Well defined - worthwhile".

Project activities: "Small groups were good except at last session - was rushed and unclear", "A baby is not borned without pain", "Provisions for small groups only way to go", "Were very well conducted and organized", "First session - excellent; Third session - Poor", "Good signal devices for future competencies".

Pre-workshop planning, materials: "Were informative and sufficient", "Was superior", "The high quality of pre-workshop planning made the workshop much more effective", "Perhaps an agenda with some explanation should be sent prior to workshop", "Made me understand what was ahead", "Well done".

Conduct of the workshops: "Very good", "First one was excellent due to being able to excange ideas with other Community Education people", "Very well conducted - moved along on time", "Everyone certainly had a chance for input".

Group participation: "Excellent", "Effective and personally helpful to me", "Our group was not inhibited and a good mix", "Turned out to be stimulation as we discussed the Ideal Competencies", "Good".

Outcomes of the Project: "I hope successful", "I feel that these will be valuable to me as a guide to access my own performance", "Unclear at this time", "Hopefully will help to promote Community Education processes throughout the state", "The outcomes will depend on how the work done here is carried out", Looking forward to the outcomes".

Additional Comments: "If continued next year - fall meeting Flagstaff and one in Tucson. Need to continue project to arrive at some acceptable indicators to help make utilization more relevant", "This type of activity should be continued whether or not federal funding continues, because it will strengthen the concept of Community Education at an understandable level to non-Community Education people", "This workshop including Supt. - Prin. - and workers together to develop the processes educates all concerned. Without the complete cooperation of school administration - Community Education will not develop", "The workshop today was very boring", "Enjoyed the workshop and people concerned. Was a very well organized plan of attack. I am sure the outcomes will be very well versed in the CC of Schooling", "Districts vary so widely in size and degree of readiness for community school that any set of criteria will not be very highly consistent in usefulness", "Enjoyed the workshop".